

THE DEVELOPMENT OF EDUCATIONAL PSYCHOLOGY - S. C. T.

THE DEVELOPMENT OF  
THE DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY

1950-51  
1980-81



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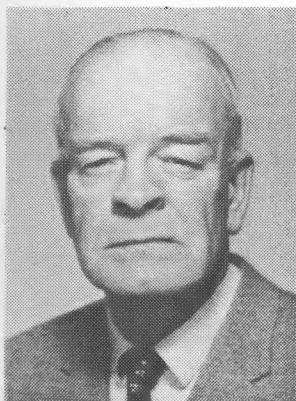
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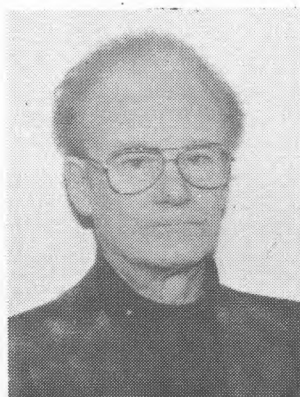
## DEPARTMENT CHAIRMEN



G. M. Dunlop  
1950-1966



B. R. Corman  
1966-1972



W.H.O. Schmidt  
1972-1978

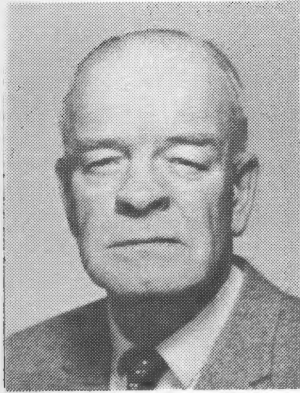


W. Chambers  
(Acting)  
1974-1975



H. W. Zingle  
1978-

## STAFF 1950-1951



G. M. Dunlop  
Chairman



J. W. Gilles



S. C. T. Clarke



R. E. Rees

**THE DEVELOPMENT OF THE  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

**THE UNIVERSITY OF ALBERTA  
1950-51 to 1980-81**

**by**

**S. C. T. Clarke, Professor Emeritus**

**The Department of Educational Psychology  
The University of Alberta  
Edmonton, Alberta**

**April, 1982**





## PREFACE

"What is truth?" asked jesting Pilate. The answer has puzzled mankind from generation to generation. Particularly, in recording the story of the development of a department, there is room for many different perceptions of who did what, who influenced what decision, and why that decision was made. In reading about the early days, or in talking with staff about the present, one is struck by these differing perceptions.

Records, too, have weaknesses. The early minutes of departmental meetings are revealing, but as time went on, the minutes became more cryptic, and frequently referred to committee reports which, it was stated, were attached, but which in fact were not. Sometimes simple matters of fact could not be ascertained with certainty. For example, what was the salary of the first chairman in the first year of his office (G. M. Dunlop, 1950-51)? Records also leave much unsaid. Something happens, e.g., a constitution for the Alberta Advisory Committee for Educational Studies is adopted. How did it come about? How was it possible to gain the cooperation of five different participating organizations? Who did what?

Inevitably, there will be errors of interpretation, and errors of fact, in this account. Every effort was made to avoid them, but for those which occur, the writer accepts full responsibility.

S. C. T. Clarke  
Professor Emeritus  
April, 1982

## ACKNOWLEDGEMENTS

Writing about the development of a university department is, in a way, like writing a series of biographies. The academic activities of professors moulded and formed the department. For those no longer with us, recollections of persons who knew them and written records must suffice as a basis for describing their contributions. For present staff, it was possible to learn at first hand.

The initiative and support of the present Chairman of the Department, Harvey Zingle, and of the administrative officer, Emma Collins, are gratefully acknowledged, as is the help of other support staff: Jean Harvey, Myrna Olson, Aggie Ganchev, and Vena Nastajus. Each member of the professorial staff participated in amassing the background materials, particularly in the description of staff, and in indicating the position and location, where known, of graduates with PhD's. Staff freely acknowledged that errors and omissions could occur in this latter listing, but the best information available is recorded.

All of the assistance provided by those mentioned, and by many others, is gratefully acknowledged.

S. C. T Clarke  
Professor Emeritus  
April, 1982

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**THE UNIVERSITY OF ALBERTA**

**THE DEVELOPMENT OF THE DEPARTMENT**

**OF EDUCATIONAL PSYCHOLOGY**

## Chapter 1

### IN THE BEGINNING

The Department of Educational Psychology at the University of Alberta grew out of the convergence of two broad streams. One, the larger and the older, was the Normal School, which offered educational psychology as one of the many courses designed to prepare beginning teachers. The other, younger but more vigorous, was the department of philosophy, psychology and education at the University of Alberta. In 1945, largely as a result of the herculean efforts of John Barnett of the Alberta Teachers' Association, M. E. LaZerte of the University of Alberta, and H. C. Newlands of the Department of Education, all teacher preparation in the province was assigned to the University of Alberta, which was at that time the only provincial university.

One of the most visible effects of the amalgamation was the increase in staff of the new Faculty of Education. In the 1945–46 calendar, 21 names were added to those of the preceding year under the heading *Department of Education*. They were acquisitions from the Normal School. Two were slated to become members of the Department of Educational Psychology: George Murray Dunlop, MA (Alberta), Associate Professor of Education (on war service) and John William Gilles, MA, MEd (Alberta), Associate Professor of Education. These men had taught educational psychology in the Normal Schools.

The Department of Education, as it was listed in the university calendar had, until this time, consisted of M. E. LaZerte, H. E. Smith, and K. Argue. The first two of these had a strong background in educational psychology. The calendar for 1945–46 lists Milton Ezra LaZerte, BA (Toronto), MA, BEd (Alberta), PhD (Chicago), Dean of the Faculty of Education, and Professor of Educational Psychology. The second listing was Herbert Edgar Smith, BA (Illinois), MA, BEd (Alberta), PhD (California), Professor of Education and Special Lecturer in Psychology. Thus, the first Dean of the newly-formed Faculty and, as it turns out, the second Dean, each had roots in educational psychology.



In 1945 when all teacher education became a university responsibility, the university Faculty of Education moved from its cramped quarters in St. Joseph's College to the former Edmonton Normal School. The new location offered a fine, spacious building, unfortunately removed at some distance from the main campus. Just after World War II the veterans descended on the university in droves. At first, the addition of staff acquired from the Normal School delayed new Faculty of Education acquisitions. However, the pressure from increasing school enrollment and from the returning veterans forced new hirings in the late 1940s and early 1950s. It also precipitated an organizational structure for the fledgling Faculty.

LaZerte retired as Dean August 31, 1950 and was succeeded by H. E. Smith. The President's Papers in the University of Alberta archives reveal that, presumably in anticipation of his new position, Smith wrote to President Newton on June 9, 1950 proposing that three departments be established, one of which was to be a Department of Educational and Child Psychology staffed by G. M. Dunlop, J. W. Gilles, and Zella Oliver plus three new appointees: B. Y. Card, S. C. T. Clarke, and R. E. Rees. As is common now, and evidently was then, a committee was struck to investigate and report. The committee, consisting of Chancellor G. Fred McNally; W. H. Swift, Deputy Minister of Education; Dean Macdonald, of Arts and Sciences, H. E. Smith; and M. E. LaZerte reported in a letter from LaZerte to President Newton dated August 18, 1950 as follows:

Discussion centred mainly on the feasibility of creating departments within a faculty not easily divisible either into subject matter fields or into level of instruction. In view, however, of the desirability of devolving a part of the Dean's responsibility and authority upon his assistants it was agreed that the term division would serve the purpose and at the same time avoid some of the inappropriate connotations of the term department.

"A rose by any other name. . ." Shakespeare wrote. Despite the change in name, a letter from the President dated August 30, 1950 informed G. M. Dunlop that the Executive Committee of the Board of Governors had approved the organization of the Faculty into three divisions, one of which was Educational Psychology, and had appointed him chairman. The letter stated that,

The chairman of the three divisions will have the same status as Heads of Departments in the rest of the university.

"A rose by any other name. . ." Thus was born the Department of Educational Psychology at the University of Alberta. Divisions became departments, heads became chairmen. From this point on, the term "department" will be used.

For twelve years the newly-formed department had staff members at Calgary because the staff of the Calgary Normal School in 1945 became members of the Faculty of Education at the University of Alberta. As was the case in Edmonton, new staff were added. Thus, the 1951-52 calendar lists Joseph Gowanlock Woodsworth, BA, BEd (Alberta), EdD (Stanford) as Assistant Professor of Education, Calgary. He headed the Calgary part of the Department of Educational Psychology, and when, in 1962, a Faculty of Education was formed, he became head of their Department of Educational Psychology. He was a tower of strength, and contributed to the University of Calgary in many ways until his untimely death in 1982. This brief excursion into the operations of the Department which were located in Calgary must suffice. The rest of this story is confined to the part located in Edmonton.

It is hard to realize how different the campus was in those days. The Faculty of Education was housed in what used to be the Edmonton Normal School. The new Rutherford Library was opened May 1, 1951. Convocation May 16-17 was held in MacDougall United Church. Those were some of the physical trappings of the university. In terms of its heart, particularly in the Faculty of Education, there was a tremendous drive for advanced degrees for all staff. Most of the staff added from the Normal School had only one, or in some cases two, degrees. They now found themselves members of an institution where all or very nearly all of the senior academics had doctorates. LaZerte, who had struggled so hard to get all teacher education into the university, knew that a lot of the backing was based on teachers' desire to increase the status of the profession. Hence, those who prepared teachers should be as well qualified in their fields as were other university professors. So we find various reports of the time recording, with pride, names of persons studying for, or having just received, doctorates. These are but a few glimpses of the university when the new Department was established.

## **Chapter 2**

**1950-51 to 1980-81: BACKGROUND**

## Chapter 2

### 1950-51 TO 1980-81: BACKGROUND

Educational Psychology at the University of Alberta was set in a complex of factors which shaped or moulded the development of the department. These included general economic conditions, the nature and extent of schools and schooling, the nature of the programs of teacher education, other participating institutions, and the nature of the student body. This chapter examines some aspects of such background factors.

When the Department was established in 1950, conditions were different. Those were the best of times or the worst of times, depending on the point of view. The depression of 1929-1937 and the war of 1939-1945 had seriously disrupted the lives of many. With the lifting of wartime controls, prices spiralled. In the early 50s, there were still shortages of many basic consumer goods, shortages aggravated by the Korean conflict.

The *Annual Report* of the Department of Education for 1950-51 echoes for Alberta and for education these broad trends. The *Report* notes that centralization of schools, prompted by the teacher shortages of the war years, had provided better educational opportunities for children through graded schools. Another observation was that the total school enrollment of 173,969 had, for the first time, exceeded the previous peak of 172,040 reached in 1934. Soon, the post-war baby boom would cause these figures to look modest. The 1950-51 *Annual Report* also noted that "regrettably, the fall of 1951 revealed an increased teacher shortage, due, in part, to the buoyant employment situation. . .". (p. 8)

The population of Alberta was just under a million, and the population of Edmonton was nearly 160,000. Despite the centralization proudly cited, there were 1,545 one-room schools in the province, and there were fewer than 7,000 teachers, whose average salary was just over \$2,500. Details and comparisons with 1980-81 are shown in Table 1.

TABLE 1  
Thirty Year Comparisons

	<i>1950-51</i>	<i>1980-81</i>
Population of Alberta	939,501	2,207,856*
Population of Edmonton	159,631	524,323
Total school enrollment, Alberta	173,969	417,016
Department of Education, School Grants	\$7,850,000	\$806,500,000
Number of schools	2,136	1,421
Number of classrooms	6,232	19,791
Number of one-room schools	1,545	109
Number of schools with 11 or more teachers	74	770
Number of teachers	6788	24,601
Average salary of teachers	\$2,534	\$27,061
Enrollment, University of Alberta	3,313	17,448
Enrollment, Faculty of Education	672	2,914
Accessed books, University libraries	132,826	2,131,087
Accessed books, Faculty of Education library	12,000	190,152
Calendar listing, Dept. of EdPsy staff	4	39

\*preliminary figures



The number of teachers being prepared, and the proportion of their preparation which was educational psychology, determined staff needs, particularly in the earliest years. Later, research and graduate work increasingly caused pressure for more staff. Table 2 outlines the growth of university enrollment over the years. As will be seen there, just at the end of the 1950s the demand for teachers created by the post-war baby boom, and the general employment situation, caused a spurt in enrollment in the Faculty of Education which continued until the end of the 1970s. During this twenty-year period, the Department expanded rapidly. From the time of its formation, two full courses (twelve hours per week for two terms or semesters) of educational psychology were required. In addition, there was an "education option" in the third or fourth year, which was used by many students to take Guidance and Mental Hygiene, Tests and Measurements, or some other course offered by the Department. Many students had eighteen hours of educational psychology, some had more, and all graduates had the required twelve.

Certification of teachers was another factor which affected student demand for educational psychology, and particularly its timing. Up to 1962 one year of teacher education was all that was required for a teaching credential for elementary grades. Every summer large numbers of teachers congregated in Summer Sessions to continue their basic teacher education. In so far as was possible, the Department was called upon to staff the required courses. In addition, starting in 1951, late afternoon and evening credit courses were offered on campus for those within range, and at various outside centres. Again, the department was called on to staff the courses in educational psychology.

Table 2

## WINTER SESSION: FULL-TIME INTRAMURAL UNDERGRADUATE STUDENTS

Year	Faculty of Education	University Total
1950-51	672	3,313
1951-52	624	3,011
1952-53	617	3,142
1953-54	668	3,401
1954-55	695	3,662
1955-56	709	3,916
1956-57	708	4,246
1957-58	864	4,331
1958-59	978	4,863
1959-60	1,205	5,248
1960-61	1,479	5,807
1961-62	1,909	6,479
1962-63	2,062	6,741
1963-64	2,249	7,371
1964-65	2,491	8,264

Year	Faculty of Education	University Total
1965-66	2,724	9,108
1966-67	2,960	10,182
1967-68	3,205	11,443
1968-69	3,841	13,476
1969-70	4,070	15,254
1970-71	4,236	16,179
1971-72	3,972	16,152
1972-73	3,392	15,753
1973-74	3,518	16,657
1974-75	3,676	17,305
1975-76	4,070	17,824
1976-77	4,200	17,951
1977-78	4,031	17,461
1978-79	3,567	16,767
1979-80	3,126	16,176
1980-81	2,914	16,265
1981-82	3,009	17,448

In 1980-81 Alberta was still very prosperous, even though storm clouds were looming on the horizon. Per capita income, wage levels, and other indices of resources for personal spending were high, at least relative to most other provinces. Oil and natural gas, and the secondary industries they spawned, had diversified the economy. The strong agricultural base was still retained. Prosperity was in the air.

As Table 1 reveals, the population of Alberta had more than doubled in the thirty years since 1950-51, and the population of Edmonton had more than tripled. Urbanization had been steadily at work. Total school enrollment had more than doubled. School grants had increased tenfold. At the same time, the number of schools had declined from 2,136 to 1,421, and the number of one-room schools from 1,545 to

109, most of them being in Hutterite colonies. The number of schools with eleven or more teachers was formerly about 3% of all schools. By 1980–81 this proportion was nearly 60%. The number of teachers had more than tripled, and average salaries had increased more than tenfold. In summary, schools were now centralized, which resulted in fewer and larger schools, and fewer one-room schools. Despite there being fewer schools, there were more students and teachers. Schools were larger in terms of classrooms, pupils, and teachers.

By 1980–81 all newly-certified teachers were required to have four years of teacher education. However, the prescription for twelve hours of educational psychology for the BEd degree had dropped to six. In practice, whether the amount of educational psychology in a typical teacher education program was reduced by 50% was by no means clear. The teacher education programs offered were too complex for simple statements without a major research project.

Increasingly, Summer Session was used by persons not yet certified to accelerate or catch up, and the Spring Session, inaugurated in 1972, was used even more so for these purposes. As could be expected, these sessions and the Evening Credit Program tended to concentrate on graduate offerings in education.

Staffing of the Department of Educational Psychology was affected by many of these changes. For the first few years after it was established, the number of staff remained fairly constant at four or five. As it turns out, this static condition, at a new level (about thirty-five) reappeared on 1980–81. Several factors were at work. By that time, eleven colleges offered university transfer courses, usually the first two years towards a degree. At the same time, specialization in education was escalating. Both these trends caused increased emphasis in graduate work. Undergraduate enrollment in the Faculty of Education peaked in 1970–71 and steadily dropped to 1980–81. This and other factors brought on a period of severe government restraints on spending. University budgets scarcely kept pace with inflation, and offered little if any room for expansion.

Staff salaries in 1950-51 seemed from the vantage point of the '80s to be ridiculously low. G. M. Dunlop's salary for that year was budgeted at \$5,160.00, but he received a promotion (to professor) and an appointment (to department chairman) after the budget was struck. His salary in 1951-52 was \$6,050.00. His salary in 1950-51 was somewhere in between these figures. Gilles' salary was \$4,600.00, and Clarke and Rees each received \$4,000.00. By 1980-81 the salary scale prescribed: Lecturer, \$16,637-25,129 with increments (usually annually) of \$772; assistant \$21,269- 31,257 with increments of \$908; associate \$27,625-41,034 with increments of \$1,166; professor \$36,370 with no maximum, and an increment structure of \$908, \$1,166, and \$1,374 for various salary levels. Obviously, in the thirty-year period, salaries had increased nearly tenfold. But costs and prices also had escalated.

In 1950-51 students were generally earnest, hard-working, and docile. The returning veterans had leavened the mass, and had contributed a seriousness of purpose and a desire to achieve. In addition, parents who had lived through the privations of the depression and World War II expected their children to warrant the sacrifice required to send them to university.

The 1960s have been characterized as the years of the youth revolt. Starry-eyed students dreamed of reforming the world. Relevance was their rallying cry. Learning, not teaching, was important. Self-determination was in vogue. By the 1980s these trends had increasingly centred on the "me-now" viewpoint. Enrollment in professional Faculties skyrocketed. D. Bakan in his book *The Duality of Human Existence* has identified two modalities which he claims are characteristic of living organisms. One of these he called *agency*, a sense of self, exhibited in self-assertion, self-protection, self-expansion. The other he called *communion*, a sense of selflessness, a concern for others, a desire to be at one with other organisms. He observed that unmitigated agency represents evil. There are many who would equate the "me-now" spirit of 1980-81 with *agency*, and observe that it was not uncommon in the 1980s.



The *Annual Report* of the Department of Education for 1980-81 no longer contains the kind of observations included in that of 1950-51. Instead we turn to a report entitled *A System in Conflict: A Report to the Minister of Labour by the Fact Finding Commission, December 1980* by Kratzmann, Byrne and Worth. The following quotation catches the flavour of what the times were producing for education:

Communities across North America now commonly expect that their public school systems will provide for the integration of physically and mentally handicapped students as well as for the education of the socially and culturally disadvantaged. At the same time, these communities insist that schools offer career and personal counselling and services in the areas of public health and safety. In brief, the public, including the Canadian public, expects schools to be responsible for the education of the whole person whether this involves instruction in Shakespeare, calculus, driver training or family life.

In light of these recent social and educational trends, two facts stand out clearly. First, the school is now responsible for the development of pupils in areas that not long ago were viewed to be the obligation of the family. And second, that because a child's educational achievement is widely viewed as a predictive or determining factor in his or her future success, public interest in educational operations has risen fairly dramatically. In the years ahead, we may anticipate that attention to the extent and quality of educational services offered by school systems will continue to increase and controversies regarding educational policies and decision making will intensify.

On a less serious note, to illustrate that in a changing world there are some constants, the following is reproduced from *Staff Notices* of January 2, 1951.

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#### PARKING

No more parking of cars will be permitted on either side of 89 Avenue, in front of the Students' Union Building.

*This regulation will be rigidly enforced.*

Parking will be permitted on 114th Street south of 89th Avenue.

THE CAMPUS POLICEMAN

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Some things never change!

### **Chapter 3**

#### **EDUCATIONAL PSYCHOLOGY THEN AND NOW**

### Chapter 3

#### EDUCATIONAL PSYCHOLOGY THEN AND NOW

The preceding chapter described background factors which influenced the development of the Department of Educational Psychology. This chapter focusses on thirty-year comparisons: 1950-51 to 1980-81. The first of these is the scope of educational psychology as seen by the department chairman. The second covers courses offered, as listed in the calendar. The third is an annual report. In the early years this was required and was submitted to the President and the Board of Governors. This practice was discontinued in 1975, but a comprehensive report for 1980-81 was specially prepared. Finally, a detailed comparison of the courses in educational psychology required for a Bachelor of Education degree, and of one popular option, is made. These four comparisons over a thirty-year span are intended to provide a glimpse of educational psychology then and now.

In the annual report of the Division of Educational Psychology for the academic year 1950-51, the chairman spelled out the scope of educational psychology:

The Division of Educational Psychology came into existence during the summer of 1950. Included in its scope are all the psychological courses offered by the Faculty of Education. These cover the fields of child psychology, psychology of adolescence, educational psychology, guidance, mental hygiene, psychology of the subject matter fields, psychology of exceptional children, clinical psychology, and tests and measurements.

The corresponding statement for 1980-81 reflects changes in terminology and considerable change of emphasis. H. W. Zingle had this to say:

The Department of Educational Psychology is composed of three main areas--Counselling and School Psychology, Special Education and Basic Educational Psychology. During the past several years two new programs have been introduced: The Hearing-Impaired Program and the Multiple-Dependent Handicapped Program. While the Department continues to contribute significantly to the preparation of teachers at the undergraduate level, more and more of its resources are directed to the graduate program where in 1980-81 there were nearly three hundred students.

Another way of comparing educational psychology over the thirty-year period is to examine the courses shown in the University Calendar. For 1950–51 the number is small: nine undergraduate and four graduate courses, all but one being two-semester or full-year courses.

Ed 172 The Elementary School Child. An introduction to child and educational psychology.

Ed 176 The Secondary School Child. An introduction to adolescent and educational psychology.

Ed 308 Guidance and Mental Hygiene. Basic principles of guidance. Introduction to tests and measures. Case studies. Records. Principles of mental hygiene.

Ed 372 The Psychology and Education of Exceptional Children. A survey of the psychology and education of the maladjusted or problem child, the epileptic and nervous child, the child of low vitality, the child with defective vision or hearing, the crippled child and the bright child. Organization, administration, and equipping of these classes, and the occupational outlets for handicapped children.  
Practice in curriculum writing for the mentally retarded; the use of eye, ear, and voice testing equipment, diagnostic and mental tests for exceptional children; visits to institutions, classrooms and clinics; the viewing of moving pictures showing current procedures in the education of exceptional children.

Ed 374 Basic Principles of Guidance, Supervision, and Administration. Analysis of problems and review of literature in these fields.

Ed 376 Educational Psychology. (a) Psychology of Learning (b) Psychology of School Subjects (c) Personality Development (d) Statistics applied to educational data.

Ed 408 Tests, Measurements and Elementary Statistics.

Ed 475 Psychology of Learning (BSc Nursing, first term).

Ed 476 same as 376.

Ed 508 Guidance. (a) Counselling procedures (b) Organization and administration of the guidance program.

Ed 572A Child Psychology.

Ed 572B Adolescent Psychology.

Ed 578 Tests and Measurements. Research; Testing and Measurement; Intelligence Testing; Aptitude Testing; Personality Testing.

Thirteen courses were listed as being offered by the Department in the 1950-51 calendar. In contrast, in the 1980-81 calendar there were thirty-five undergraduate and forty graduate courses listed. In each list, there were full-year (weight 6) and half-year (weight 3) courses. In 1950-51 one of the undergraduate courses (Ed 475) was a half-year or one-term course, the rest were "full" or weight 6 courses. The four graduate courses were weight 6 courses. Thus there were eight and a half undergraduate and four graduate full courses offered in 1950-51, compared with nineteen and thirty-five and a half in 1980-81.

Obviously, the variety and range of courses in the latter years was much greater. There was a richer fare in educational psychology, due in part to the extensive offerings in special education and in counselling, but also to the great increase in graduate courses.



1980–81

*74.10 Education - Psychology.*

EdPsy 251 Introduction to Exceptional Children.

EdPsy 253 Evaluation and Application of Research in Special Education.

EdPsy 261 Introduction to Educational Psychology Development.

EdPsy 269 Introduction to Educational Psychology: Maturation and Development.

EdPsy 271 Introduction to Educational Psychology: Learning.

EdPsy 329 Educational Psychology of Adolescence.

EdPsy 341 Psychology of Exceptional Children and Youth.

EdPsy 343 Education of Exceptional Children and Youth.

EdPsy 351 Development and Learning Characteristics of Exceptional Children.

EdPsy 355 Psychoeducational Diagnosis and Assessment of Exceptional Children.

EdPsy 357 Behavioral and Instructional Management of Exceptional Children.

EdPsy 361 Seminar and Clinical Practicum: Exceptional Children.

EdPsy 371 Learning, Instructional Psychology and Educational Practice.

EdPsy 411 Introduction to Guidance.

EdPsy 412 The Psychology of Classroom Communication.

EdPsy 419 Educational and Vocational Guidance in the Classroom.

EdPsy 421 Personal and Social Dynamics in Education.

EdPsy 425 Psychology of Confluent Education.

EdPsy 453 Interdisciplinary Perspectives on Exceptionality.

EdPsy 459 Seminar in Special Education.

EdPsy 461 Seminar and Classroom Practicum: Exceptional Children.

EdPsy 467 Learning and Development in the Elementary School.

EdPsy 468 Learning and Development in the Elementary School.

EdPsy 469 Human Development and Education.

EdPsy 471 Learning and Instruction.

EdPsy 473 Language and Cognition in the Education of the Child.

EdPsy 475 Individual Differences in Education.

EdPsy 477 Bilingualism and Cognition in the Education of the Child.

EdPsy 479 Introduction to Computer Assisted Instruction.

EdPsy 481 Problems in Implementation and Evaluation of Computer Based  
Instructional Systems.

EdPsy 487 Principles of Classroom Measurement.

EdPsy 489 Test Construction for Teachers.

EdPsy 497 Senior Seminars.

EdPsy 498 Senior Seminar in Educational Psychology.

EdPsy 499 Directed Individual Study in Educational Psychology.

*Graduate Courses*

EdPsy 501 Nonparametric Statistical Inference in Educational Research.

EdPsy 502 Introduction to Educational Research.

EdPsy 504 Statistics and Research Design in Education.

EdPsy 510 Counselling Theory 1.

EdPsy 511 Vocational Development and Choice.

EdPsy 512 Seminar and Practicum in Counselling 1.

EdPsy 513 Group Assessment in Guidance and Counselling.

EdPsy 515 Theories of Personality.

EdPsy 517 Religious and Moral Development and Education.

EdPsy 518 Seminar and Practicum in Group Counselling.

EdPsy 519 Seminar in Elementary School Counselling.

EdPsy 521 Interpersonal Relations in Education.

EdPsy 524 Seminar and Practicum in School Psychology 1.

EdPsy 531 Psychology of Exceptional Children. An overview of the psychology of exceptional children with emphasis on intellectual and emotional deviance, learning disability, mental retardation, sensory deficits and the problems of deprivation.

EdPsy 533 Advanced Course in Psychoeducational Diagnosis.

EdPsy 535 Educational Programming from Psychoeducational Data.

EdPsy 537 Task Analysis and Instructional Design in Special Education.

EdPsy 538 Practicum in Special Education.

EdPsy 539 Behavior Management in Schools.

EdPs 541 Development and Learning of Exceptional Children.

EdPsy 542 Theory and Research in Mental Retardation.

EdPsy 544 Seminar on Research in Special Education.

EdPsy 546 Seminar in Psychopathology of the Child.

EdPsy 555 Cross-Cultural Psychology: Cognitive Development.

EdPsy 560 Seminar and Research in Developmental Psychology.

EdPsy 562 Comparative Educational Psychology: Soviet and Western.

EdPsy 568 Seminar and Research in Learning.

EdPsy 569 Advanced Educational Psychology: Development.

EdPsy 571 Advanced Educational Psychology: Learning.

EdPsy 578 Psychology of Language, Cognition and Bilingualism.

EdPsy 580 Seminar and Research in Educational Measurement.

EdPsy 591 Social Psychology and Education.

EdPsy 592 Seminar and Research in the Social Psychology of School and Classroom.

EdPsy 594 Core Seminar. An integrated course providing the foundation normally found in EdPsy 515, 569, 571 and 591.

EdPsy 597 Special Seminars.

EdPsy 598 Special Seminars.

EdPsy 599 Individual Directed Reading and Research.

EdPsy 610 Counselling Theory II.

EdPsy 612 Seminar and Practicum in Counselling II.

EdPsy 616 Research in Counselling.

EdPsy 620 Personality, Affect, and Cognition.

EdPsy 624 Seminar and Practicum in School Psychology II.

EdPsy 640 Special Education.

EdPsy 660 Developmental Psychology.

EdPsy 676 Psychology of Learning.

EdPsy 680 Educational Measurement.

A third way of making a thirty-year comparison is through the annual report of the department. Until 1975 annual reports were compulsory, and were submitted to the Faculty and thence to the President and to the Board of Governors. The annual report of 1950–51 had a general section, followed by a section for each Division. That for Educational Psychology follows:

*Report of the Division of Educational Psychology*

*Introduction* – The Division of Educational Psychology came into existence during the summer of 1950. Included in its scope are all the psychological courses offered by the Faculty of Education. These cover the fields of child psychology, psychology of adolescence, educational psychology, guidance, mental hygiene, psychology of the subject matter fields, psychology of exceptional children, clinical psychology, and tests and measurements. The Division includes in its responsibilities supervision of all courses in this field offered in the Calgary Branch of the University of Alberta as well as those offered in Edmonton.

*Selection of Texts* – The first official meeting of the Division of Educational Psychology concerned itself with the selection of suitable texts in Education 172 and Education 176, covering the fields of child and

educational psychology for first-year students. Seven instructors, five in Edmonton and two in Calgary, offer these courses. The Division was able to select texts which were satisfactory to all of the instructors concerned.

*Course Outlines* – In the multiple instructor courses of Education 172 and Education 176 it was decided that uniformity in courses would be promoted by the preparation of course outlines. As a consequence of a meeting of instructors, an "Approach to Education 172 and Education 176" was prepared in which the major areas and points of emphasis of the course were stated. On the basis of this a course outline for the two courses was prepared, including student bibliography and suggested term work. Course outlines were also prepared in all courses offered during the winter session of 1950-51 and circulated to all members of the instructional staff of the faculty.

*Evaluation in Multiple Instructor Courses* – At the fall meeting of the Division the evaluative procedure in Education 172, Education 176, was outlined. As a result of this preliminary planning, co-operatively prepared examinations for Christmas and April were planned. The procedures agreed upon worked satisfactorily at Christmas and should function efficiently for the final.

It was decided to adopt consolidated marking for the final examination. As a result the two Calgary instructors will work with the five Edmonton instructors in evaluating the examination papers in Edmonton in April.

*Education Clinic* – Dean Smith assigned responsibility for the Education Clinic to the Division of Educational Psychology. The Chairman of the Division acted as director. He was assisted by the members of the Division in the Edmonton Branch of the faculty, who called on experts in other Divisions where their services seemed necessary. The most active workers in the Clinic were Dr. Rees, Dr. Clarke, and the director. A complete report on the work of the Education Clinic is forthcoming. It was felt that the Education Clinic rendered a useful service which could not otherwise have been available.

*Science Exhibit* – When planning for the Science Exhibit occurred, the Division of Educational Psychology decided to prepare a public demonstration entitled, "Speeding Your Child's Reading". This was offered on the two days of the Science Exhibit by two separate teams chosen from the staff of the Division. The demonstration seemed to receive a fair measure of public approval and was singled out by a commentator of the C.B.C. Edmonton Station, CBX, as the subject of a special fifteen minute broadcast.

*Extension Series: "Teen-Agers and Their Problems"* – At the request of the Department of Extension, the Division of Educational Psychology offered a course of ten extension lectures to parents on the subject of "Teen-Agers and Their Problems". In this series of lectures the following staff members participated: Dr. R. E. Rees, Miss M. S. Simpson, Dr. S. C. Clarke, Dr. J. W. Gilles, Mr. B. Y. Card, and Mr. G. M. Dunlop. This series seemed to meet with popular approval, in part due to the fact that at least half of each lecture period was devoted to discussion.

*Research* – In the field of research the members of the Division were active but did not direct their attention to the production of articles or publications. It must be pointed out, however, that many of them have either individually or collectively completed studies which are suitable for publication in psychological periodicals and journals. Leadership is being given in the direction of encouraging staff members to complete and publish the results of their studies. It is anticipated that there will be a great improvement in this area in 1952.

In the early years, the reports focussed on the highlights of the year, as was only proper. However, from year to year there was variability in treatment, as one or another of the ongoing departmental activities was stressed.

The report of the Department for 1980–81 is specially detailed, since it may serve as a benchmark. It includes some information which the Dean formerly included in his section of the *Annual Report*. It is intended to provide a reasonably comprehensive picture of staff activities; that is, of what happened in the Department. Obviously, some of the activities reported were the culmination of previous efforts, and others were snapshots of ongoing events. They provide a picture of the Department in 1980–81, to some extent incomplete, as there were some omissions. In the main, however, the activities recorded spelled out what was happening.

#### *Report of the Department of Educational Psychology 1980–81*

The staff of the Department consisted of thirty-eight full-time tenure or tenure track academic staff (detail provided further on in this report), one full-time sessional, nineteen part-time sessionals, one administrative officer, and eight non-academic staff.

During the term four members of staff were on Study Leave. Dr. Henry L. Janzen spent a year examining Canadian and American training programs in school psychology. He visited eight Universities in Canada and spent several weeks at Temple University and Rutgers in the United States. In addition, he did some studying in the areas of neuropsychology, psychopathology as well as counselling. Dr. Vern R. Nyberg took a six month Leave travelling to Los Angeles and Australia. The goals he set for himself were to investigate recent developments in evaluation, measurement and testing. While in Australia he accompanied a student teacher supervisor in his travels into rural Australia. Dr. Eugene W. Romaniuk used his year to write up computer-assisted components for EdPsy 479 and 481 and to investigate the latest developments in computer-based educational systems. Part of his leave was spent in Ottawa where he gave several seminars and took part in various conferences. Another professor, Dr. Dustin T. Shannon-Brady, spent a year learning of the latest research in psychospirituality, developmental

psychology and the nature of the mind as it relates to the subconscious and universal consciousness. His studies took him to Vancouver and various Universities in the United States.

In addition to teaching duties, the academic staff was involved with research and community service. This is evident in the number of grants received and publications made during the 1980-81 year.

Thirty-four research grants of varying amounts were received by members of staff for the year. Dr. J. P. Das and Dr. R. F. Mulcahy received \$150,000 from IBM Canada for a Learning Disability Study. Dr. S. M. Hunka received computer terminal equipment to the value of \$387,600 from Digital Equipment of Canada and an Advanced Education Endowment Fund. Dr. G. Kysela received two large grants from Alberta Social Services for his early intervention evaluation and staff development programs. Dr. Maguire, who is working with other professors in Canadian Universities on a performance measurement system for the Training Division in Penitentiaries, received a \$32,000 grant from the Solicitor General of Canada. Dr. Mulcahy received an on-going grant from the Government of the North West Territories for his study of the cognitive abilities of Eskimo and Dene children. Dr. Charles Norman, working with a member of Clinical Services, received \$38,450 from Social Sciences & Humanities Research Council for his work on Adult Illiterates. Dr. H. W. Zingle and Dr. V. Nyberg were awarded \$57,000 by the Department of Education to carry out an evaluation of the Academic-Occupational program in the Town of Leduc. Dr. G. Fitzsimmons received \$9,800 from the Medical Services Research Foundation for biofeedback research with migraine sufferers.

The staff was responsible for the publication of 13 books and monographs in 1980-81. Dr. Bruce Bain had his book *Sociogenesis of language and human conduct: a multidisciplinary book of readings*, published. Dr. F. Boersma co-authored *Affective correlates of learning disabilities*. Dr. J. P. Das was a co-author for the book *Intelligence and Learning*. Dr. G. W. Fitzsimmons co-authored two books this year - one on employment counselling and another on biofeedback. Dr. R. F. Mulcahy, Dr. J. P. Das, and Dr. Wall edited a book *Research and Theory in Learning Disability*. Numerous book reviews were made by members of staff. As well, over 80 articles were published in referred journals. A similar number of articles appeared in newsletters and other local publications.

Papers were presented by members of staff throughout Alberta, Canada, the United States and Europe. Ninety-three invited presentations were made and numerous papers were presented informally. Dr. Bruce Bain was Canada's representative at the Interamerican Society of Psychology in Santa Domingo. He was also a consultant on teaching English as a second language at the University of Hawaii. Drs. David Baine and G. Kysela gave several papers in Bangalore and Hyderabad, India, and Dr. R. Mulcahy prepared one which was presented. Dr. Fred Boersma spoke to the New Zealand Psychological Society in Dunedin, New Zealand. Dr. J. P. Das gave lectures in Egypt, India, Australia, Korea and Qatar. Dr. William J. Hague spoke to the XII International Congress of Psychology in Leipzig, East Germany. Dr. L. Whyte was invited to present a paper in Italy.



Workshops throughout the community and the Province given by members of staff varied in areas of interest. Over 80 workshops were carried out. Some of the themes of these sessions were instruction techniques for the trainable mentally handicapped, behavior management, structural family therapy seminars, an introduction to neuro-linguistics, early intervention, testing in the affective domain, centering techniques, the technologizing of instruction, stress, positive reinforcement, new directions in counselling and being a lay counsellor.

Staff members engaged in a variety of scholarly activities and community service projects. Volunteer counselling for parents of learning disabled children, marriage and family group counselling, as well as consulting with the Alcoholism and Drug Abuse committee and workers of the hearing impaired were some of the areas in which they became involved. They acted as guest ministers at local churches, and served as members on community committees dealing with the particular areas of their expertise. Numerous guest appearances were made on radio and television shows. Videotapes and several new programs were developed.

Task force involvement included J. G. Paterson in the Province of Alberta Task Force on Counselling; S. C. T. Clarke and J. G. Paterson on the Minister's Advisory Committee for University Affairs (the latter as chairman); H. W. Zingle on (1) Task Force on Clinical Psychologists in the Province of Alberta and (2) State of the Art Review on Research in Educational Psychology for Social Sciences and Humanities Research Council.

During the year a study of the goals of the Department was completed. Procedures included a structured interview with each member of staff, the classification of the 239 goal statements originated by them, a selection of representative statements on the teaching-research-service functions, and their administration to staff as a Q-sort to assess their relative importance. The procedures used sought to secure each person's identification with the final results by using, whenever possible, staff members' own wording for goal statements, by immediate feedback of results, by a half day discussion of issues and concerns raised during the interviews, and by an open presentation of the final statement of goals for discussion and adoption at a meeting of the department. As might be expected, the two most important goals in the eyes of staff were the preparation of teachers, and research. A copy of the report is on file in the Chairman's office.

Staff members were associated with three areas, and in a sense, the Department was organized into these areas: Basic Educational Psychology, Counselling and School Psychology, and Special Education. A brief report in each area follows.

## BASIC EDUCATION

During the 1980-81 academic year Dr. Robert H. Short was the co-ordinator of the Basic Area. During this year an advertising/recruitment brochure was developed and distributed at Universities throughout Canada, the United States and the United Kingdom. A new program in Applied Development was being developed to be offered at the Masters level. The

age of computers increased demand for Computer Assisted Instruction courses.

## COUNSELLING AND SCHOOL PSYCHOLOGY

This area was co-ordinated by Dr. John G. Paterson. A quota of 12 PhD and 25 MEd students was placed on admissions. Involved with this area is the Clinical Services Department where graduate students receive practical experiences. (Information on this Department is given below). Program proposals made during the year included a joint Rehabilitation-Education Psychology training program and a Marriage and Family Counselling program developed in conjunction with Family Studies. Dr. Boersma developed a new course on Grief and Loss.

## SPECIAL EDUCATION

Dr. Robert F. Mulcahy co-ordinated the Special Education Area during 1980-81. The growing concern for exceptional children was evident in the development of two new programs. In conjunction with the Government of Alberta, Advanced Education Department, a program for the training of teachers of the Hearing Impaired was commenced. Dr. Michael Rodda came on staff as the co-ordinator of this project. Mary-Anne Bibby assisted him in this first year of getting the program operational. The other program, Training of Teachers and Personnel who work with the Multiple Dependent Handicapped (also in cooperation with Advanced Education) was in the developmental stage. Dr. David Baine co-ordinated this project and two new staff members, Dr. Lyle Barton, and Dr. Linda Paul were added to the roster. Both of these programs are well underway with an increasing enrollment and with very generous bursaries available to students. Placements for practicums were established throughout the community. The Undergraduate and Diploma programs in Special Education were evaluated and revised. Several members of staff were involved in community projects and research. An example of some of the activities were: Dr. Lillian Whyte continued her research project in the neonatal follow-up clinic of Glenrose Hospital; Dr. Gerry Kysela was involved with early intervention and staff training in the Province of Alberta and Dr. Elizabeth Blowers conducted a survey of Special Education needs in the County of Strathcona.

To further indicate the scope of the work of the Department, the list of full-time tenure and tenure track members of staff follows. After each name are the memberships, offices held and committee work. This listing, while lengthy, provides a detailed snapshot of the extensive and varied activities of staff, insofar as they were reported by staff in their *Annual Report* for 1980-81.

Anderson, C. C.

### *A. Professional Memberships*

President of the Canadian Association for Educational Psychology, 1979-81  
Executive meeting at U.B.C. in November, 1980  
Executive meetings at Halifax, May and June, 1980  
Arranging Halifax Program (Learned Societies), 1980-81

*C. Major University, Faculty and Department Committees*

Member of the Admissions Committee for Graduate Students, Department of Educational Psychology

Bain, B. C.

*B. Offices Held in Technical and Professional Societies*

Canadian Psychology Association – Director, Western Canada, Committee for Cross-cultural Psychology

Psychologists' Association of Alberta

Canadian Society for Studies in Education

Canadian Association for Professors of Educational Psychology

Canadian Society for Asian Studies

Canadian Ethnic Studies Association

Child Language Association

World Literacy of Canada

Alberta Association of Teachers of English as a Second Language

Teachers of English to Speakers of Other Languages

International Council of Psychologists

*C. Major University, Faculty and Department Committees*

Advisory Council for East European Studies – University

Library Committee – Faculty

Library Committee – Chairman – Department

Graduate Admissions Committee – Department

Basic Area Committee – Department

*D. International, National and Regional Committee related to University Work*

Consultative Group on the Individual, Language and Society – national

Baine, D. A.

*C. Major University, Faculty and Department Committees*

Department of Educational Psychology, Recruitment Committee – extensive work involved in recruitment of staff for the Multiple, Dependent Handicapped program.

Consultant to Faculty of Extension Committee to develop a series of lectures–Orientation to the Special Child in the Regular Classroom

Bishop, J. K.

*A. Professional Memberships*

OMEP Canada, Vice President

OMEP Canada, Chairman, Projects Committee

OMEP Edmonton

OMEP World Body, Chairman of Nominations Committee

Psychological Association of Alberta

Canadian Association for Young Children

Phi Delta Kappa

Association for Research in Child Development

Canadian Psychological Association

*C. Major University, Faculty and Department Committees*

Academic Selection Committee, Department Ed Psy – 1980

Graduate Selection Committee, Department Ed Psy – 1981  
HUB Day Care Advisory Committee – 1980-81

Blowers, E. A.

Boersma, F. J.

*A. Professional Memberships*  
American Psychological Association  
Society for Research in Child Development  
Phi Delta Kappa  
Certified Psychologist (Alberta)  
Certified Learning Disabilities Consultant (Alberta)

*C. Major University, Faculty and Department Committees*  
Counselling and School Psychology Committee  
Numerous Pre-Candidacy Committees

Calder, P.

*A. Professional Memberships*  
Psychological Association of Alberta  
Canadian Psychological Association

*C. Major University, Faculty and Department Committees*  
Graduate Research Committee – Department – Chairman  
Graduate Admissions Committee – Department – Act. Chairman –  
July-December  
Committee on Admissions and Transfer – University  
Committee on Computer Policy – Faculty

Das, J. P.

*A. Professional Memberships*  
American Psychol. Association – Fellow  
Member of Fellow Selection Committee  
Canadian Psychological Association – Fellow  
Editorial committee of Canadian Psychology

Eberlein, E. L.

*A. Professional Memberships*  
A.P.A., A.P.G.A., C.P.A., C.G.C.A.  
State Bar of Wisconsin  
North Indiana Conference, Methodist Church

*C. Major University, Faculty and Department Committees*  
Executive and Council of AASUA; Chairman Economic Benefits Committee  
AASUA  
Member, Board Universities Academic Pension Plan  
Trustee, University of Alberta Welfare Trust  
Department & Counselling Area Committees, pre-candidacy, etc.  
General Faculties Council  
Faculty of Education, Mini Course Committee

*D. International, National and Regional Committees related to University Work*

Board of C.A.U.T.; Trustee of Insurance Trust; Member Economic Benefits & Elections Committee  
Board of Confederation of Alberta Faculty Assns.  
Certif. Referral Committee (B.T.C.T.)

Fitzsimmons, G. W.

*A. Professional Memberships*

Psychologists Association of Alberta  
Canadian Guidance & Counselling Association  
Guidance Council A.T.A. – Faculty Rep.  
American Psychological Association  
American Personnel & Guidance Association  
Canadian Psychological Association  
Biofeedback Society of America  
Biofeedback Association of Alberta, Past Pres.

*C. Major University, Faculty and Department Committees*

Faculty Publications Committee

*D. International, National and Regional Committees related to University Work*

International Work Importance Study. Canadian Psychometric Consultant  
(Canada Employment Commission)

Fox, E. E.

*C. Major University, Faculty and Department Committees*

Academic Appeals Committee – Faculty  
Staff Teaching Load Committee – departmental  
Counselling and School Psychology – Departmental area – on 5 small investigative and reporting committees as both a member and at times chairman.

Freder, R. H.

*A. Professional Memberships*

Behavior Genetics Association  
Society for Research in Child Development  
American Association for the Advancement of Science  
American Psychological Association – Div. 7 – Developmental Psychology

*C. Major University, Faculty and Department Committees*

General Faculty Council – rep. on Committee to Select the Head of the Department of Obstetrics and Gynecology – University  
Member of Faculty of Education Ad Hoc Committee on Procedures for Evaluating Instruction

Goldberg, J. S.

*A. Professional Memberships*

AERA  
Phi Delta Kappa

*C. Major University, Faculty and Department Committees*

AASUA Council Member – University  
 AASUA Nominations Committee – 4 hours – University  
 Curriculum Lab Committee – Faculty  
 Recruitment Committee – Faculty  
 Special Ed. Area – Department  
 Special Ed. Graduate Committee – Department  
 Alternate, Faculty Practicum Committee – Faculty  
 Senior Elective Committee

*D. International, National and Regional Committees related to University Work*

Tri-University Special Education Coordinating Committee

Gupta, R. K.

Hague, W. J.

*B. Offices Held in Technical and Professional Societies*

Alberta Guidance Council of A.T.A. – University Representative  
 Edmonton Regional Guidance Council – University Representative

*C. Major University, Faculty and Department Committees*

Faculty Nominating Committee – Chairman  
 Faculty Selection Committee  
 Department Recruitment Committee

Hunka, S. M.

*A. Professional Memberships*

Alberta Society for Computers in Education  
 Psychometric Society  
 Canadian Society for the Study of Education  
 Canadian Educational Research Association  
 Institute of Electrical and Electronics Engineers  
 International Federation for Information Processing

*C. Major University, Faculty and Department Committees*

Board of Governors  
 Board of Governors Academic Concerns Committee  
 Selection Committee Vice President (Research) – 18 hours  
 General Faculties Council  
 Graduate Studies Review Committee for Department of Statistics and Applied Probability  
 PLATO Advisory Committee  
 Faculty Executive Committee  
 Faculty Computer Facilities Committee  
 CFPC Copyright Committee

*D. International, National and Regional Committees related to University Work*  
 Alberta Society for Computers in Education, treasurer  
 International Federation for Information Processing, Computers in Education  
 Working Committee

Janzen, H. L.

*A. Professional Memberships*  
 Psychologists Association of Alberta  
 American Educational Research Association  
 National Association of School Psychologists  
 Canadian Psychological Association  
 International Council of Psychologists  
 Canadian Guidance Counselling Association  
 Alberta School Psychologists Association  
 International School Psychology Association

*B. Offices Held in Technical and Professional Societies*  
 Chairman, Learning Disability Committee, Applied Division – Canadian Psychologists' Association  
 Canadian Liaison, International School Psychology Association – 25 hours  
 Western Canadian Liaison, International Council of Psychologists  
 Associate Director, Alberta School Psychologists' Interest Group

*D. International, National and Regional Committees related to University Work*  
 Chairman, Committee on the International Year of the Handicapped, International School Psychology. This committee functioned without him for a 6-month period.

King, C. T.

*A. Professional Memberships*  
 Board Member of the Edmonton Association for Children with Learning Disabilities  
 Educational Program Director of the above-named association

*C. Major University, Faculty and Department Committees*  
 EdPsy Test library – Departmental  
 Audio-Visual Advisory Committee – Faculty  
 Field Experience Committee – Faculty  
 Alberta Advisory Committee for the Deaf – Faculty  
 Ad hoc committee to formulate a program for the Multiple/Dependent Handicapped – Departmental/area  
 Undergraduate committee (Program revision) – area

*D. International, National and Regional Committees related to University Work*  
 Faculty advisor – University of Alberta Students' Circle K – International Chapter.  
 Duty involves attendance at meetings, parties and advice to students  
 Faculty advisor – Special Education Students Association, Faculty of Education.  
 Duties involve attendance at meetings, liaison between the students and Faculty, counselling individual students, etc.

Koziey, P. W.

*A. Professional Memberships*

Psychologists' Association of Alberta  
Canadian Guidance & Counselling Association  
Association for Clinical-Medical Hypnosis

*C. Major University, Faculty and Department Committees*

Graduate Policy Committee – Department  
Undergraduate Committee – Department

Kysela, G. M.

*A. Professional Memberships*

Alberta Teachers' Association, Special Education Specialist Council  
Psychologists' Association of Alberta  
Board Member, Canadian Council for Exceptional Children  
Canadian Society for Study of Education  
Canadian Psychological Association  
Association for the Advancement of Behavior Therapy  
American Psychological Association  
Society for Research in Child Development  
Council for Exceptional Children

*C. Major University, Faculty and Department Committees*

Committee on Course and Program Review and Approval  
Rehabilitation Medicine Faculty Council  
Review Committee for Masters degree in Speech Pathology  
Selection Committee – Department of Physical Education  
Special Education Area, Graduate Committee of Area, Graduate Admissions  
Committee, Department EdPsy – Chairman 80/81  
Building Committee – Department EdPsy

*D. International, National and Regional Committees related to University Work*

Tri-University Special Education Coordinating Committee – Chairman – Fall  
1980–Fall 1981  
Ad hoc Committee, Alberta Community Health and Social Services, Development of  
Ethical Standards for use in behavioral practices in mental health services  
Ad hoc Committee, Services for the Handicapped, Alberta Social Services, Ethical  
practices of the use of aversive procedures and restraints for this division  
(Services for the Handicapped) of the department

Maguire, T. O.

*A. Professional memberships*

Canadian Society for Studies in Education  
Canadian Educational Researchers' Association  
American Educational Research Association Psychometric Society  
National Council for Measurement in Education

*B. Offices Held in Technical and Professional Societies*

Canadian Educational Researchers' Association – past president – Chairman of the  
CERA/RWB Jackson award committee



*C. Major University, Faculty and Department Committees*

CCPRA

Review Committee for Dean of Faculty of Education

DERS social committee

EdPsy Research Committee (non-voting DERS rep.)

*D. International, National and Regional Committees related to University Work*

Technical Committee Member – Canadian Awareness Testing Project – Alberta  
Education

External Review Committee Institute for Educational Research, Memorial University,  
Newfoundland

Mitchell, J. J.

Mulcahy, R. F.

*A. Professional Memberships*

American Educational Research Association

Canadian Psychological Association

*C. Major University, Faculty and Department Committees*

Special Sessions Committee (University rep.)

Faculty of Education Appeals Committee (Faculty rep.)

Faculty of Education Practicum Committee (Department rep.)

Learning Disabilities Proposal Committee (Executive Sec.) Chairman's Advisory  
Committee

Special Ed. Graduate Committee

*D. International, National and Regional Committees related to University Work*

Special Education Tri-University Co-ordination Committee

Norman, C. A.

*C. Major University, Faculty and Department Committees*

Educational Psychology Department

Special Education Department

Elementary Education Department

FEC – Faculty

College Liaison Committee – Faculty (Chairman)

Associate Dean's Committee – Faculty

DAC – Ex officio – Faculty

Executive – Ex officio – Faculty

ESA Council Faculty

Ad hoc Committee – BEd without Certification – Faculty

Early Childhood Selection Committee – Faculty

Timetable and Registration Committee – Faculty (Chairman)

Registrar's Advisory Committee – University

Scholarship Committee – University

Committee on Admissions and Transfers – University

GFC ad hoc Committee to Re-evaluate Advanced Registration – University

Teacher Qualification Committee – Faculty

Nyberg, V. R.

*A. Professional Memberships*

American Educational Research Association  
National Council for Measurement in Education  
Canadian Society for the Study of Education  
Phi Delta Kappa

*C. Major University, Faculty and Department Committees*

Writing Competence Committee – University  
Teacher Education Study–Steering Committee – Faculty  
General Appeals Committee – University  
Board of Examiners in Nursing – University

Osborne, J. W.

*A. Professional Memberships*

Association for Humanistic Psychology  
Association for Transpersonal Psychology  
International Imagery Association

*C. Major University, Faculty and Department Committees*

A.T.A. Membership Eligibility Committee – Faculty  
Faculty representative on Arts Faculty Representative Council

Paterson, J. G.

*A. Professional Memberships*

Alberta Teachers' Association  
Psychologists' Association of Alberta  
International Society for Clinical Hypnosis  
Phi Delta Kappa  
Canadian College of Teachers  
American Society for Clinical Hypnosis  
American Personnel and Guidance Association  
British Association for Counsellors  
Rio de Janeiro School Counsellor Association

*B. Offices Held in Technical and Professional Societies*

Canadian Guidance and Counselling Association – Senator – Past President  
International Round Table for the Advancement of Counselling – Executive Council  
Alberta Guidance Council – Honorary Life Member  
Board of Examiners for Psychology (Alberta)

*C. Major University, Faculty and Department Committees*

Counselling and School Psychology Area Committee – Coordinator  
Chairman's Advisory Committee – EdPsy  
Precandidacy Examination Committee – Chairman  
Recruitment Committee – EdPsy  
Psychology – EdPsyComm – Co-chairman  
Learning Disabilities Faculty Committee

*D. International, National and Regional Committees related to University Work*  
 Advisory Committee on Universities – Minister of Advanced Education and  
 Manpower – Chairman  
 Alberta Task Force on Guidance – Rep. Alberta Universities

Rodda, M.

*A. Professional Memberships*  
 Association of Canadian Educators of the Hearing-Impaired. Ad hoc organizing  
 committee for Alberta Chapter – Coordinator  
 Member of a number of professional organizations (see curriculum vitae)

*C. Major University, Faculty and Department Committees*  
 Graduate Policy Committee – Educational Psychology Department

*D. International, National and Regional Committees related to University Work*  
 Member of Advisory Council for the Hearing Impaired of Edmonton  
 Member of Ad Hoc Development Committee for First Canadian Conference on  
 Mental Health and Deafness  
 Member of Alberta Advanced Education Advisory Committee on a survey of needs  
 of the deaf in Alberta

Romanuik, E. W.

*A. Professional Memberships*  
 American Educational Research Association  
 Association for the Development of Computer-based Instructional Systems  
 Association for Educational Data Systems  
 Alberta Society for Computers in Education

*C. Major University, Faculty and Department Committees*  
 Educational Psychology Graduate Policy Committee

*D. International, National and Regional Committees related to University Work*  
 The National Research Council of Canada Associate Committee on Instructional  
 Technology – National

Sawatzky, D. D.

*A. Professional Memberships*  
 Psychologists' Association of Alberta  
 Phi Delta Kappa  
 Canadian Guidance and Counselling Association – ad hoc committee on counsellor  
 education

*C. Major University, Faculty and Department Committees*  
 Admissions Committee – Department of EdPsy  
 Scholarship and Research Awards Committee – Faculty of Education  
 Representative on Council of the Faculty of Graduate Studies – University of  
 Alberta

Schultz, R. A.

*A. Professional Memberships*

American Educational Research Association  
 Canadian Society for the Study of Education  
 Canadian Association for Educational Psychology  
 Canadian Educational Research Association  
 Association for Media and Technology in Education in Canada

*C. Major University, Faculty and Department Committees*

University Committees  
 GFC Committee for the Improvement of Teaching and Learning  
 President's Convocation Committee  
 Faculty of Education Committees  
 Policy Committee for the Centre for Postsecondary Education  
 Advisory Committee on Continuing Education  
 Department of EdPsy Committees  
 Departmental Meetings  
 Department Seminars Comm. & Fee  
 Research Committee  
 Basic Area

Shannon-Brady, D. T.

Short, R. H.

*A. Professional Memberships*

Canadian Psychological Association  
 American Psychological Association  
 American Educational Research Association  
 International Round Table for the Advancement of Counselling  
 Canadian Society for the Study of Education  
 Canadian Association for Educational Psychology  
 Canadian Association for Educational Researchers

*B. Offices Held in Technical and Professional Societies*

Secretary/Treasurer, Canadian Association for Educational Psychology  
 1st Vice President, Canadian Association for Educational Psychology  
 President (June 1981) Canadian Association for Educational Psychology

*C. Major University, Faculty and Department Committees*

General Research Grants  
 Graduate Liaison  
 Basic Educational Psychology Area - Coordinator  
 Chairman's Advisory  
 Department Retreat - Chairman  
 Department Social - Chairman  
 Department Newsletter

*D. International, National and Regional Committees related to University Work*

Executive Committee, Canadian Society for the Study of Education  
 Executive Committee, Canadian Association for Educational Psychology - President

Snart, F. D.

*A. Professional Memberships*

Canadian Psychological Association  
The Association for the Severely Handicapped

*C. Major University, Faculty and Department Committees*

Department of Special Education Undergraduate Committee – Member

Stewin, L. L.

*A. Professional Memberships*

Canadian Psychological Association  
Psychologists' Association of Alberta  
American Educational Research Association

*C. Major University, Faculty and Department Committees*

Faculty of Graduate Studies & Research – University  
Elective Package Committee – Faculty  
Executive Committee – Faculty  
Chairman's Advisory – Department  
Basic Area – Department  
Special Education Area – Department  
Counselling & School Psy – Department  
Undergraduate Studies Committee – Department  
Social Committee – Department  
Recruitment Committee – Department  
Practicum (251) – Faculty  
All other committees related to EdPsy as chairman's designate

Whyte L. A.

*C. Major University, Faculty and Department Committees*

Research Committee – Department  
Special Education Area – Department

Wilgosh, L. R.

*A. Professional Memberships*

Canadian Psychological Association  
Council for Exceptional Children  
Canadian Council for Exceptional Children  
American Educational Research Association  
Canadian Society for the Study of Education  
Canadian Research Institute for the Advancement of Women  
International Round Table for the Advancement of Counselling

*C. Major University, Faculty and Department Committees*

GFC Academic Appeals Committee – University  
Faculty Committee Memberships  
Elementary Education Advanced Registration Committee  
Interdepartmental (Fdns. & EdPsy) Senior Elective Committee  
Department of Educational Psychology Committee Memberships  
Department Newsletter

Ad hoc Committee on Intersession Research Assistantships  
 Senior Elective Committees (Special Education Area + Department)  
 Special Education Area Committee  
 Special Education Area Undergraduate Sub-Committee (Chairman)  
 Special Education Area Program Revision Committee (Chairman) (This was a special project of the Undergraduate Committee)

Yewchuk, C. R.

*A. Professional Memberships*

CSSE (CAEP)  
 Phi Delta Kappa

*C. Major University, Faculty and Department Committees*

Faculty of Nursing Council – University – Faculty of Education Representative  
 Nursing Faculty Student Appeal Committee – University – Nursing Council Representative  
 Staff Travel Committee – Faculty – EdPsy Representative  
 Tenure Committee – Faculty – Alternate  
 Ad Hoc Brochure Committee – Department – Special Education Representative  
 Special Education Area – Department  
 Undergraduate Committee: Special Education – Department  
 Ad Hoc Committee to Develop Proposal for the Dependent Multiple Handicapped Program – Department member

Zingle, H. W.

*A. Professional Memberships*

Canadian Guidance and Counselling Association  
 Alberta Guidance Council of the A.T.A.  
 Psychologists' Association of Alberta – certification  
 American Personnel and Guidance Association  
 Phi Delta Kappa  
 Edmonton Education Society  
 American Association of Christian Psychologists

*B. Offices Held in Technical and Professional Societies*

Professional Examination Board in Psychology, Universities Coordinating Council – Chairman  
 Advisory Board of Behavior Management Services, Government of Alberta  
 Elections and Constitution Committee of Canadian Guidance and Counselling Association  
 Counsellor Educators Committee of CGCA  
 Educational Press Association of America

*C. Major University, Faculty and Department Committees*

*A. University*

Salaries & Promotions Committee of the Student Counselling Services  
 Faculty Council of Student Counselling Services  
 Chairman's Council

*B. Faculty*

Faculty Salaries and Promotions Committee  
 Faculty Tenure Committee  
 Dean's Advisory Committee  
 Committee to develop a proposal for a Learning Disabilities Centre

# Senior Elective Course Development Committee

## *C. Department*

Recruitment Committee  
 Counselling and School Psychology Area Committee  
 Special Education Area Committee  
 Basic Educational Psychology Area

## *D. International, National and Regional Committees related to University Work* Administrative Director of the Leadership Seminar for Educators

Collins, E. H.

*Professional Memberships*  
 Canadian Research Institute for the Advancement of Women  
 International Toastmistress

## *Major University, Faculty and Department Committees*

Faculty of Education Council – Faculty  
 Registration and Timetabling – Faculty  
 Chairman's Advisory Committee – Department  
 Educational Psychology – Department  
 Registration and Timetabling – Department  
 Building – Department

The above listing of staff participation in work related to their university positions illustrates in detail the extent and variety of their activities. The following pages are devoted to the courses offered in 1980–81 with instructor and enrollment. This further provides detail on staff academic activities. By way of summary, it can be noted that for 1980–81, there were eighty-four full-time and sixty-two part-time MEd students; sixty-six full-time and twenty-six part-time PhD students; and over eighty part-time diploma students. Ten foreign students were enrolled from countries such as Africa, New Zealand, Malaysia, India, Germany, Hong Kong, Antigua, and Scotland.

Winter Term 1980-81

*TERM 1*

EdAdu 521 Lec X1 – Psychology of Learning and Teaching at the Adult Level –  
Dr. S. C. T. Clarke

EdPsy 251 Lec A1 – Introduction to Exceptional Children – Dr. F. D. Snart

EdPsy 251 Lec A2 – Introduction to Exceptional Children – Dr. N. Hooshyar

EdPsy 251 Lec A3 – Introduction to Exceptional Children – Dr. G. M. Kysela

EdPsy 253 Lec A1 – Evaluation and Application of Research in Special Education –  
Dr. C. T. King

EdPsy 253 Lec A2 – Evaluation and Application of Research in Special Education –  
M. O'Grady

EdPsy 261 Lec A1 – Introduction to Educational Psychology Development –  
Dr. J. J. Mitchell

EdPsy 329 Lec J1 – Educational Psychology of Adolescence – Dr. F. J. Boersma

EdPsy 329 Lec K1 – Educational Psychology of Adolescence – Dr. C. C. Anderson

EdPsy 341 Lec A1 – Psychology of Exceptional: Children – J. Harvie

EdPsy 341 Lec X1 – Psychology of Exceptional Children – Dr. C. A. Norman

EdPsy 351 Lec A1 – Developmental and Learning Characteristics of Exceptional  
Children – Dr. F. D. Snart

EdPsy 351 Lec A2 – Developmental and Learning Characteristics of Exceptional  
Children – Dr. J. S. Goldberg

EdPsy 351 Lec A3 – Developmental and Learning Characteristics of Exceptional  
Children – Dr. F. D. Snart

EdPsy 355 Lec A1 – Psychoeducational Diagnosis and Assessment of Exceptional  
Children – Dr. D. A. Baine



EdPsy 355 Lec A2 – Psychoeducational Diagnosis and Assessment of Exceptional Children – Dr. C. R. Yewchuk

EdPsy 355 Lec A3 – Psychoeducational Diagnosis and Assessment of Exceptional Children – Dr. C. R. Yewchuk

EdPsy 357 Lec A1 – Behavioral and Instructional Management of Exceptional Children – Dr. D. A. Baine

EdPsy 357 Lec A2 – Behavioral and Instructional Management of Exceptional Children – Dr. J. S. Goldberg

EdPsy 357 Lec A3 – Behavioral and Instructional Management of Exceptional Children – M. O'Grady

EdPsy 357 Lec Y1 – Behavioral and Instructional Management of Exceptional Children – M. O'Grady

EdPsy 361 Lec A1 – Seminar and Clinical Practicum Exceptional Children – Dr. L. R. Wilgosh

EdPsy 361 Lec A2 – Seminar and Clinical Practicum: Exceptional Children – Dr. L. R. Wilgosh

EdPsy 361 Lec A3 – Seminar and Clinical Practicum: Exceptional Children – Dr. L. R. Wilgosh

EdPsy 361 Lec A4 – Seminar and Clinical Practicum: Exceptional Children – Dr. L. R. Wilgosh

EdPsy 361 Lec A5 – Seminar and Clinical Practicum: Exceptional Children – Dr. L. R. Wilgosh

EdPsy 371 Lec J1 – Learning, Instructional Psychology and Educational Practice – Dr. R. H. Short

EdPsy 411 Lec A1 – Introduction to Guidance – Dr. E. L. Eberlein

EdPsy 411 Lec A2 – Introduction to Guidance – Dr. E. L. Eberlein

EdPsy 411 Lec S1 – Introduction to Guidance – Dr. R. F. Jevne

EdPsy 411 Lec S2 – Introduction to Guidance – Dr. J. W. Osborne

EdPsy 411 Lec X1 – Introduction to Guidance – E. Swindlehurst

EdPsy 411 Lec K1 – Introduction to Guidance – Dr. T. Brak

EdPsy 411 Lec J1 – Introduction to Guidance – E. Swindlehurst

EdPsy 419 Lec A1 – Educational and Vocational Guidance in the Classroom –  
Dr. G. W. Fitzsimmons

EdPsy 421 Lec A1 – Personal and Social Dynamics in Education – Dr. E. L. Eberlein

EdPsy 425 Lec S1 – Psychology of Confluent Education – Dr. P. W. Koziey

EdPsy 453 Lec A1 – Interdisciplinary Perspectives on Exceptionality –  
Dr. D. Lampard

EdPsy 459 Lec A1 – Seminar in Special Education – Dr. D. A. Baine

EdPsy 461 Lec A1 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. C. T. King

EdPsy 461 Lec A2 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. C. T. King

EdPsy 461 Lec A3 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. C. T. King

EdPsy 461 Lec A4 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. C. T. King

EdPsy 467 Lec P1 – Learning and Development in the Elementary School –  
Dr. W. H. O. Schmidt

EdPsy 469 Lec R1 – Human Development and Education – Dr. J. K. Bishop

EdPsy 469 Lec R2 – Human Development and Education – Dr. R. H. Frender

EdPsy 469 Lec X1 – Human Development and Education – Dr. L. L. Stewin

EdPsy 473 Lec A1 – Language and Cognition in the Education of the Child –  
Dr. W. H. O. Schmidt

- EdPsy 475 Lec A1 – Individual Differences in Education – Dr. R. H. Frender
- EdPsy 475 Lec A2 – Individual Differences in Education – Dr. R. H. Frender
- EdPsy 487 Lec A1 – Principles of Classroom Measurement – Dr. V. R. Nyberg
- EdPsy 489 Lec J1 – Test Construction for Teachers – Dr. K. S. Pain
- EdPsy 489 Lec S1 – Test Construction for Teachers – Dr. V. R. Nyberg
- EdPsy 497 Lec A1 – Senior Seminars – cancelled
- EdPsy 497 Lec A2 – Senior Seminars – cancelled
- EdPsy 499 Lec A1 – Directed Individual Study in Educational Psychology
- EdPsy 502 Lec C1 – Introduction to Educational Research – Dr. R. S. MacArthur
- EdPsy 504 Lec C1 – Statistics and Research Design in Education – Dr. S. M. Hunka
- EdPsy 510 Lec C1 – Counselling Theory 1 – Dr. W. J Hague
- EdPsy 512 Lec C1 – Seminar and Practicum in Counselling 1 – Dr. J. G. Paterson
- EdPsy 513 Lec X1 – Group Assessment in Guidance and Counselling
- EdPsy 515 Lec A1 – Theories of Personality – Dr. S. O'Connell
- EdPsy 515 Lec X2 – Theories of Personality – Dr. E. E. Fox
- EdPsy 518 Lec C1 – Seminar and Practicum in Group Counselling –  
Dr. D. D. Sawatzky
- EdPsy 524 Lec C1 – Seminar and Practicum in School Psychology 1 –  
Dr. F. J. Boersma
- EdPsy 531 Lec Y1 – Psychology of Exceptional Children – Dr. J. P. Das
- EdPsy 533 Lec Y1 – Advanced Course in Psychoeducational Diagnosis –  
Dr. L. A. Whyte

EdPsy 538 Lec C1 – Practicum in Special Education

EdPsy 539 Lec Y1 – Behavior Management in Schools – Dr. S. T. Carey

EdPsy 544 Lec C1 – Seminar on Research in Special Education – Dr. R. F. Mulcahy

EdPsy 560 Sem C1 – Seminar Education – Dr. J. K. Bishop

EdPsy 568 Lec C2 – Seminar and Research in Learning – Dr. F. J. Boersma

EdPsy 569 Lec A1 – Advanced Educational Psychology: Development –  
Dr. R. H. Frender

EdPsy 569 Lec X1 – Advanced Educational Psychology: Development –  
Dr. J. J. Mitchell

EdPsy 571 Lec A1 – Advanced Educational Psychology: Learning –  
Dr. C. C. Anderson

EdPsy 571 Lec X1 – Advanced Educational Psychology: Learning –  
Dr. J. W. Osborne

EdPsy 578 Lec X1 – Psychology of Language, Cognition and Bilingualism –  
Dr. B. C. Bain

EdPsy 591 Lec A1 – Social Psychology and Education – Dr. C. C. Anderson

EdPsy 597 Lec A1 – Special Seminars – Dr. G. W. Fitzsimmons

EdPsy 597 Lec A2 – Special Seminars – Dr. M. Rodda

EdPsy 599 Lec A1 – Individual Directed Reading and Research

EdPsy 610 Lec C1 – Counselling Theory II – Dr. E. L. Eberlein

EdPsy 612 Lec C2 – Seminar and Practicum in Counselling II – Dr. D. D. Sawatzky

EdPsy 616 Lec C1 – Research in Counselling – Dr. P. Calder

EdPsy 620 Lec C2 – Personality, Affect and Cognition – Dr. R. A. Schultz

EdPsy 624 Lec C1 – Seminar and Practicum in School Psychology II – Dr. E. E. Fox

EdPsy 640 Lec C1 – Special Education – Dr. L. A. Whyte

*OFF-CAMPUS*

EdPsy 341 Lec 91 – Psychology of Exceptional Children – cancelled

EdPsy 419 Lec 91 – Educational and Vocational Guidance in the Classroom –  
D. Melynychuk

EdPsy 498 Sem 91 – Senior Seminar in Educational Psychology – Dr. C. T. King

EdPsy 498 Sem 93 – Senior Seminar in Educational Psychology – Dr. L. Hoxter

EdPsy 498 Sem 94 – Senior Seminar in Educational Psychology – Dr. R. F. Mulcahy

EdPsy 513 Lab 91 – Group Assessment in Guidance and Counselling – Dr. P. Calder

EdPsy 515 Lec 91 – Theories of Personality – Dr. S. O'Connell

EdPsy 531 Lec 91 – Psychology of Exceptional Children – Dr. J. S. Goldberg

*TERM 2*

EdPsy 251 Lec B1 – Introduction to Exceptional Children – Dr. F. D. Snart

EdPsy 253 Lec B1 – Evaluation and Application of Research in Special Education –  
M. O'Grady

EdPsy 253 Lec B2 – Evaluation and Application of Research in Special Education –  
M. O'Grady

EdPsy 253 Lec B3 – Evaluation and Application of Research in Special Education –  
Dr. C. T. King

EdPsy 261 Lec F1 – Introduction to Educational Psychology Development –  
Dr. J. J. Mitchell

EdPsy 329 Lec L1 – Educational Psychology of Adolescence – Dr. C. C. Anderson

EdPsy 341 Lec B1 – Psychology of Exceptional Children – Dr. F. D. Snart

EdPsy 341 Lec B2 – Psychology of Exceptional Children – Dr. L. Hoxter

EdPsy 341 Lec X5 – Psychology of Exceptional Children – Dr. E. A. Blowers

EdPsy 343 Lec B1 – Education of Exceptional Children and Youth – S. Dennis

EdPsy 343 Lec X5 – Education of Exceptional Children and Youth – I. Langley

EdPsy 351 Lec B1 – Developmental and Learning Characteristics of Exceptional Children – Dr. N. Hooshyar

EdPsy 355 Lec B1 – Psychoeducational Diagnosis and Assessment of Exceptional Children – Dr. L. R. Wilgosh

EdPsy 355 Lec B3 – Psychoeducational Diagnosis and Assessment of Exceptional Children – Dr. L. R. Wilgosh

EdPsy 355 Lec B4 – Psychoeducational Diagnosis and Assessment of Exceptional Children – Dr. L. R. Wilgosh

EdPsy 357 Lec B1 – Behavioral and Instructional Management of Exceptional Children – S. Dennis

EdPsy 357 Lec Y5 – Behavioral and Instructional Management of Exceptional Children – B. Uditsky

EdPsy 361 Lec B1 – Seminar and Clinical Practicum: Exceptional Children – G. Mancini

EdPsy 361 Lec B2 – Seminar and Clinical Practicum: Exceptional Children – G. Mancini

EdPsy 361 Lec B3 – Seminar and Clinical Practicum: Exceptional Children – G. Mancini

EdPsy 371 Lec F1 – Learning, Instructional Psychology and Educational Practice – Dr. J. W. Osborne

EdPsy 371 Lec L1 – Learning, Instructional Psychology and Educational Practice – Dr. R. H. Short

EdPsy 411 Lec B1 – Introduction to Guidance – Dr. E. L. Eberlein

EdPsy 411 Lec L1 – Introduction to Guidance – E. Swindlehurst

EdPsy 411 Lec M1 – Introduction to Guidance – Dr. J. W. Osborne

EdPsy 411 Lec T1 – Introduction to Guidance – E. Swindlehurst

EdPsy 411 Lec X5 – Introduction to Guidance – Dr. R. F. Jevne

EdPsy 419 Lec B1 – Educational and Vocational Guidance in the Classroom –  
Dr. G. W. Fitzsimmons

EdPsy 412 Lec B1 – Personal and Social Dynamics in Education – Dr. E. L. Eberlein

EdPsy 453 Lec B1 – Interdisciplinary Perspectives on Exceptionality –  
Dr. D. Lampard

EdPsy 453 Lec Y5 – Interdisciplinary Perspectives on Exceptionality – J. Harvie

EdPsy 459 Lec B1 – Seminar in Special Education – Dr. N. Hooshyar

EdPsy 461 Lec B1 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. E. A. Blowers

EdPsy 461 Lec B2 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. E. A. Blowers

EdPsy 461 Lec B3 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. E. A. Blowers

EdPsy 461 Lec B4 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. E. A. Blowers

EdPsy 461 Lec B5 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. E. A. Blowers

EdPsy 461 Lec B6 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. E. A. Blowers

EdPsy 461 Lec B7 – Seminar and Classroom Practicum: Exceptional Children –  
Dr. E. A. Blowers

EdPsy 469 Lec U1 – Human Development and Education – Dr. J. K. Bishop

EdPsy 469 Lec U2 – Human Development and Education – Dr. R. H. Frender

EdPsy 469 Lec U4 – Human Development and Education – K. S. Pain

EdPsy 469 Lec X5 – Human Development and Education – Dr. J. J. Mitchell

EdPsy 471 Lec X5 – Learning and Instruction – Dr. R. A. Schutlz

EdPsy 475 Lec B2 – Individual Differences in Education – Dr. R. H. Frender

EdPsy 477 Lec B1 – Bilingualism and Cognition in the Education of the Child –  
Dr. A. Yu

EdPsy 489 Lec L1 – Test Construction for Teachers – Dr. R. K. Gupta

EdPsy 489 Lec M1 – Test Construction for Teachers – Dr. R. K. Gupta

EdPsy 489 Lec T1 – Test Construction for Teachers – K. S. Pain

EdPsy 497 Lec B2 – Senior Seminars – Dr. G. M. Kysela

EdPsy 497 Lec B3 – Senior Seminars – Dr. P. W. Koziey

EdPsy 497 Lec P1 – Senior Seminars – Dr. W. H. O Schmidt

EdPsy 499 Lec B1 – Directed Individual Study in Educational Psychology

EdPsy 511 Lec X5 – Vocational Development and Choice – Dr. G. W. Fitzsimmons

EdPsy 515 Lec B1 – Theories of Personality – Dr. J. W. Osborne

EdPsy 515 Lec X5 – Theories of Personality – Dr. R. F. Jevne

EdPsy 515 Lec 91 – Theories of Personality – Dr. S. O'Connell

EdPsy 517 Lec X5 – Religious and Moral Development and Education –  
Dr. W. J. Hague



- EdPsy 521 Lab B1 – Interpersonal Relations in Education – Dr. P. W. Koziey
- EdPsy 531 Lec Y5 – Psychology of Exceptional Children – Dr. J. S. Goldberg
- EdPsy 535 Lec Y5 – Educational Programming from Psychoeducational Data –  
Dr. L. A. Whyte
- EdPsy 535 Lec Y6 – Educational Programming from Psychoeducational Data –  
Dr. L. A. Whyte
- EdPsy 537 Lec Y5 – Task Analysis and Instructional Design in Special Education –  
Dr. D. A. Baine
- EdPsy 541 Lec B1 – Development of Exceptional Children – Dr. S. T. Carey
- EdPsy 555 Lec B1 – Cross-Cultural Psychology: Cognitive Development –  
Dr. R. S. MacArthur
- EdPsy 569 Lec B1 – Advanced Educational Psychology: Development –  
Dr. W. H. O. Schmidt
- EdPsy 569 Lec X5 – Advanced Educational Psychology: Development –  
Dr. L. L. Stewin
- EdPsy 571 Lec B1 – Advanced Educational Psychology: Learning – Dr. R. H. Short
- EdPsy 571 Lec X5 – Advanced Educational Psychology: Learning –  
Dr. C. C. Anderson
- EdPsy 591 Lec B1 – Social Psychology and Education – Dr. C. C. Anderson
- EdPsy 597 Lec B1 – Special Seminars – Dr. J. K. Bishop
- EdPsy 597 Lec B2 – Special Seminars – Dr. M. Rodda
- EdPsy 597 Lec B3 – Special Seminars – Dr. M. Rodda

EdPsy 597 Lec B4 – Special Seminars – Dr. P. W. Koziey

EdPsy 598 Lec C1 – Special Seminars – Dr. C. T. King

EdPsy 599 Lec B1 – Individual Directed Reading and Research

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The reader will be impressed with the magnitude, variety, and complexity of Educational Psychology in 1980–81. Looking back thirty years, those were simple, uncomplicated times, when the Department had four full-time staff members, and when specialization was virtually impossible. Yet from this small beginning the giant of 1980–81 developed. In his *Annual Report* for 1966–67 Corman stated that the Department was the oldest in Canada. Much later, Schmidt stated it was the largest made so by encompassing the three parts in one: Counselling and School Psychology, Special Education, and Basic Educational Psychology.

A fourth way of examining educational psychology over the thirty years is to focus on the core courses. In 1950–51 these were Ed 172 or 176, Ed 376, and Ed 308. In 1980–81 the courses corresponding to Ed 172 or 176 were Ed Psy 261 and Ed Psy 371. No 1980–81 required courses corresponded to Ed 376. In 1950–51 Ed 308 was a popular optional course, consisting of two parts: Mental Hygiene, and Guidance. In 1980–81 Ed Psy 411, *Introduction to Guidance*, was also a popular option. A major difference over the 30 years is that in 1950–51 each course weight was 6 units, whereas in 1980–81 each was 3 units. The required and popularly chosen contribution of educational psychology was halved.

Because of the Calgary Branch of the Faculty of Education, with staff of the Division located there, and common examinations being used, detailed course outlines for 1950–51 are available.

The beginning course in educational psychology in 1950–51 was prescribed for the first year, perhaps because students could be certificated at the end of the year and go out teaching. Students choosing the elementary school route took Educational Psychology 172, while those heading for secondary school teaching took 176. The differences were not great. The same textbook, (Crow and Crow *Educational Psychology*, American Book Company, 1948) was prescribed for both. See Appendix 1.

The first week of both courses was devoted to the definition and scope of educational psychology, and how to study. We find in the 599-page textbook this definition:

Psychology is a science that seeks to describe and explain the experiences and behavior of an organism. (p. 5)

The text lists fifteen branches of psychology (there were 41 in 1980-81). Educational psychology, one of the branches, is defined as the science of psychology that describes and explains the learning experiences of an individual.

The twenty-one-page chapter on developing effective study habits is written so that the reader can apply it to his own study or, as a teacher, can use it to provide suggestions to students. Interestingly, several references are made to distributed vs. massed learning. Many of the suggestions are glimpses of the obvious, e.g. "have a definite time for study of specific lessons" (p. 278), but anyone familiar with student difficulties will recognize that it is failure to use such elementary procedures which causes much trouble for students.

The teacher of Ed 172-176 in 1950-51 could not dawdle. The above unit, common to both Ed 172 and Ed 176, was scheduled for one week (three fifty-minute class periods). The next unit was different for each course, although the time allocation (six weeks) was the same.

The psychology of childhood (of Ed Psy 172) included the general character of growth and development, physical and motor development, development of language, development of emotional behavior, social development, and growth of understanding. Each represents a chapter in the textbook, and in total they span 107 pages. A perusal of these chapters indicates a preoccupation with the effects of heredity, and with infant development, fear and anger featured as most important emotions, and (shades of Piaget!) there is a quotation to the effect that "there are no distinct stages in the development of children's thinking." p.78. The prescribed text did not cover the remaining sections: development of imaginative behavior, children's interests, attitudes, and ideals; personality problems of the child of the Elementary school; and influence of

developmental level on school practice. References are cited, as shown in Appendix 1.

The psychology of adolescence (Ed Psy 176) used three chapters of the text as references for three sections, but the preoccupation with infant development (about which more seemed to be known in those days) gave adolescent development short shrift. It is of interest to note this as an activity for students to undertake: "Review one book of fiction dealing with adolescence."

The balance of the units were common to Ed Psy 172 and 176. Unit three on individual differences covered intelligence and its measurement, implications in the classroom situation, children's aptitudes—nature and importance, racial differences, and sex differences and their implications. The first three of these topics followed chapters in the textbook. The chapter on intelligence and its measurement is packed with solid information and remains a sound presentation. The classroom implications have a quaint ring: grouping, the Dalton plan, the Winnetka plan, and the activity program. Three weeks were allocated for unit three.

The next unit, another big one, was the psychology of learning (six weeks). This followed chapters in the textbook: theories of learning, motivation, acquisition of motor skills, acquisition of knowledge, problem solving, social learning, memory and forgetting, interests—attitudes—ideals, and transfer of training. Three theories of learning are described in the text: Thorndike's connectionist theory, with the laws of readiness, exercise, and effect; classical conditioning (Pavlov's dogs are featured); and Gestalt or insight learning (the aha! phenomenon). The 1980–81 textbooks might add operant learning (Skinner), observational learning (Bandura) and cognitive learning (Ausubel), although the latter has similarities with insight learning. The text lumps motivation with attitudes and interests in one chapter of 19 pages, which may reflect the little attention it had received up to that time. The chapter on the acquisition of motor skills

knowledge devotes considerable space to babies learning to crawl, whole versus part methods, and Ebbinghaus' curve of retention of nonsense syllables. That was Educational Psychology in the early 1950s. The chapter on problem solving includes some interesting puzzles such as

SEND  
MORE  
MONEY

described as a telegram sent by a fur buyer in Alaska to his partner in Chicago. The question posed: how much money did he want?

The text devoted 92 pages to the references for unit 4, the psychology of learning. Unit 5, the psychology of the learning areas, called for five learning areas (reading, mathematics, natural and social sciences, art, health and safety) to be covered in two weeks. Presumably, since that day, methods courses have assumed the responsibility for those topics.

Finally, the two courses (Education 172 and 176) wound up with a four-week unit on personality, adjustment, and mental hygiene. The text devoted 73 pages to the course topics: behavior drives and adjustment, adjustment of the exceptional child (gifted, mentally retarded, crippled, blind, deaf, etc), mental hygiene, and introduction to the guidance program. The text material is overloaded with "shoulds", e.g. "Since the child finds security in affectionate behavior, it should be practiced by the family as a matter of routine," (p. 567).

In 1980-81 the introduction to growth and development, Ed Psy 261, was scheduled for the first year in the secondary education program and for the second year in the elementary education program. Thus, part of the previously described Ed Psy 172 or 176 was covered by this course, which was offered by J. J. Mitchell, a superb instructor in a very large group setting. The course outline, designed to be handed out to students as a general guide is brief enough to be reproduced here. The lengthier, more detailed one for 1950-51 was designed for instructors to create a uniform curriculum in anticipation of a common examination.

*Educational Psychology 261, 1980-81*

*Part 1 (Background)*

Conceptions of development  
Science and the study of development

*Part 2 (Methods and Theories)*

History, methods and scientists  
Theories of development

*Part 3 (Prenatal and Neonatal Development)*

Heredity, prenatal development, birth  
The neonate

*Part 4 (The First Two Years)*

The first two years: growth and infant care  
The first two years: cognition, language, attachment

*Part 5 (Two to Five)*

Two to five: socialization, social development  
Two to five: emotion and personality  
Two to five: cognitive development

*Part 6 (Six to Twelve)*

Six to twelve: from family to school  
Six to twelve: adjustment and moral development

*Part 7 (Adolescence)*

Adolescence: puberty, identity, and autonomy  
Adolescence: careers, marriage, cognition, adjustment

The textbook used was Helm, Donald B. and Turner, Jeffrey S., *Exploring Child Behavior*, 2nd ed. Holt, Renfrew and Winston, 1980. This 539-page book is well illustrated and uses colors to emphasize headings. For four stages from infancy to adolescence, it presents physical, personality, social, cognitive (Piaget), moral (Kohlberg), language, and expressive developments. Units (read "chapters") range from "Issues and Techniques" through "Language Development" to "Children's Play" and "Children's Art". A comparison with the textbook for Education 172-176 brings to mind Tennyson "as moonlight is to sunlight, and as water is to wine."

The number of students enrolled in Ed Psy 172–176 in 1950–51 is difficult to determine precisely, but there were five classes of Ed Psy 172 for Temporary Licence students and one for BEd students, and two classes of Ed Psy 176 for BEd students. In those days a class was considered to be 35 students, hence a best guess would be about 280 students. A more accurate figure is available for 1980–81: in the fall term 316 and in the spring term 218 for a total of 534. The reader will note a great difference in that 280 students for a full academic year (September to April) in eight sections is being compared with a like number for half a year in one section. It should be recalled that in 1950–51 only two institutions offered beginning educational psychology.

Human learning was an important part of the 1950–51 Ed Psy 172–176. In 1980–81 this was the core of Ed Psy 371 *Learning, Instructional Psychology and Educational Practice*. As can be seen from Appendix 2, two instructors (R. H. Short and J. Osborne) were involved. The course outlines differ, and different textbooks were used. This illustrates one of the features of educational psychology in the 1980s: as it was put in describing B. Corman, Chairman of the Department 1966–72, he espoused the dictum "let every flower grow". This "do your own thing" led to a rich diversity of offerings not at all easy to characterize.

In 1980–81 Short coordinated and in the main taught Ed Psy 371. Like Mitchell, chosen because he was an excellent instructor, his course outline includes learning theories (nine lectures); learning processes (problem-solving and language, two lectures); learning interactions (motivation, individual and group differences in learning, two lectures); and instructional psychology (models of teaching, instructional devices, measurement and evaluation, three lectures). The textbook mentioned first is Klausmeier, Herbert J. and Goodwin, William, *Learning and Human Abilities: Educational Psychology* Harper & Row, 4th edition, 1975. This book has, according to the Preface, more on intellectual, conceptual, and affective development than did the previous editions. Its 558 pages can be compared with the Crow and Crow textbook of 1950–51 in a number of ways. First, one notes that Crow and Crow deal with growth



and development (107 pages) in its omnibus treatment of educational psychology, which the Klausmeier book does only to the extent of one chapter, and that largely restricted to cognitive development. On the other hand, the Klausmeier book has several chapters on the application of learning theories to teaching. As mentioned previously, motivation received short shrift in Crow and Crow, but is the topic of an excellent chapter in Klausmeier. The emphasis on intelligence and aptitude, and their measurement, is less in the Klausmeier book. Judging by this textbook, the content of educational psychology had changed considerably in thirty years.

The other textbook, Lefrancois, Guy R. *Psychology For Teaching: A Bear Sometimes Faces the Front*, third edition, Wadsworth, 1979 covers similar ground to the Klausmeier book, but in a much more sparkling and interesting manner. In addition, a chapter is devoted to discipline, which was then as now a matter of concern in the schools and, therefore, in teacher education, and another to humanism and its applications in education. The Lefrancois book is very interesting, and for that reason alone deserves the wide popularity it enjoys.

As can be seen from Appendix 2, Osborne's course had a different emphasis. He attempted to grapple with Pilate's question: What is Truth? The questions asked in the course outline illustrate this, e.g. What is learning? What is real? How do we know what we know? What is knowing? What is understanding? Vital and timeless questions, these.

In addition to this emphasis, Osborne prescribed different textbooks, again illustrating the difficulty of describing educational Psychology in 1980-81. It is diverse. How can the 1950-51 to 1980-81 comparisons in the introductory courses in educational psychology best be characterized? First, psychology and educational psychology had grown in the 30 years. Contributions associated with great names were dealt with in 1980-81 and unknown in 1950-51: Piaget, Bruner, Maslow, Rogers, Skinner, Gagne, Kohlberg, Bloom, Krathwohl, to name a few. Second, there is a pervading emphasis on humanism, on concern for the student as a person in 1980-81. Third, there is a much more effective effort to "apply theory to practice" i.e., to illustrate

the applications in teaching and learning. Lastly, in 1980–81 there was just more. Witness the 1507 pages of textbook, versus the 599 pages in 1950–51. It is left to the reader to speculate on the extent to which they were read and inwardly digested.

Having compared, for the thirty year span, the required beginning courses, we turn now to two popular options: Ed 308 Guidance and Mental Hygiene of 1950–51 and Ed Psy 411 Introduction to Guidance, 1980–81. In making the thirty-year comparisons only the half of Ed 308 dealing with Guidance will be presented.

As Appendix 3 indicates, the second half of Ed 308 (January to April) covered the basic principles of guidance, obtaining and recording information about the individual and applying guidance techniques. Guest speakers and films were introduced to relate the theory to practice. Thus the university archives show that Dean Smith wrote to President Stewart, letter dated Jan. 3, 1951, requesting on behalf of S. C. T. Clarke permission to have M. J. V. Downey, A. A. Aldridge, E. J. Kibblewhite, and Dr. R. Schragge speak to his class in Ed 308. They were respectively a city counsellor, the Director of Guidance for the province, chief psychologist with the Provincial Guidance Clinic and Director of the Provincial Guidance Clinic. The request was referred to the Dean's Council and was approved. That is how things were done in those days.

The textbook for the course was Jones, A. J., *Principles of Guidance*, Revised Edition. McGraw Hill, 1951. This book was popular in its day, as this was the fourth revision. The readings assigned for the unit on Basic Principles of Guidance covered 68 pages, dealing with types of problems confronting individuals ("The need for organized guidance is found in the presence of life situations of such a nature that individuals cannot meet them successfully without assistance." (p. 57), the meaning and purpose of guidance (a definition is not provided), and basic assumptions of guidance (e.g. individuals differ). The readings assigned for the next unit were extensive, covering 10 chapters and 162 pages. Included is the following gem, "It is often much easier to secure facts than it is to use them after they are attained. On this account, there is a tendency to give much more attention to gathering data than to using the information collected" (p. 133). The readings cover the use of tests, inventories, case studies, recording of results,

assembling and using college catalogues and occupational information, and the like. The readings for the unit on the application of guidance were restricted to four chapters (86 pages). Thus, by no means was all of the 630-page text covered in Ed 308. A perusal of this text makes clear that, for its time, it was a sound presentation of guidance.

The course included sociodramas on interviews and home visits, but the course outline fails to indicate how interview practice was in fact provided for (say) 35 students. In 1950-51 there was one section. While enrollment is not known, it was probably around 35 students.

Turning to 1980-81 we find Ed Psy 411 Introduction to Guidance, a popular option, was coordinated by Larry Eberlein, who had been brought onto staff because of his excellent reputation in the counselling area. In the fall term of 1980-81 there were seven sections with 167 students, and in the spring term five with 145. The organization called for a common core with a common textbook for 50% of the course, the other half being the responsibility of the individual instructor. The students' course outline for the common core is reproduced in part below.

#### Ed Psy 411 Introduction to Guidance

Educational Psychology 411 is an introductory course in the area of guidance and counselling in the schools. Primarily designed to provide elementary and secondary teachers with information about the role, activities and methods used by teachers and school counsellors involving the guidance and career functions, it may have some relevance to those interested in allied helping professions. A common "core" of material has been chosen which will be presented in all sections of the course, based upon the *one textbook required and used* in all sections. A final, common multiple-choice exam worth 50% of the final stanine will cover the material indicated below. Supplemental examinations will be provided.

Each instructor is responsible for the content and grading of the other 50% of the course. Following the list of assigned readings is a brief summary of the expected coverage and focus by each of the instructors for the first term. Modifications may be made in the second term. Details will be provided to all students on the first day of class.

Text: Pietrofesa, J. J., Bernstein, B., Minor, J., & Standord, S. *Guidance: An Introduction*. Chicago: Rand McNally, 1980.  
 Chapter 1 - Introduction pp. 4-10; 17-23; 25-29; 37-41.  
 Chapter 2 - The team concept pp. 45-76.  
 Chapter 3 - Individual counselling pp. 83-131.

- Chapter 4 – Group counselling pp. 139–141; 177–179.
- Chapter 5 – Career development facilitation pp. 185–186; 204–211.
- Chapter 6 – Career guidance information pp. 223–250.
- Chapter 7 – Consultation in guidance pp. 234–250.
- Chapter 8 – Student appraisal pp. 266–299.
- Chapter 9 – Group guidance and psychological education pp. 305–366.
- Chapter 10 – Guidance and self–development pp. 339–347; 354–366.
- Chapter 11 – Values clarification and moral development pp. 372–375; 378–384.
- Chapter 14 – Evaluation of guidance services pp. 464–467.
- Chapter 15 – Issues and trends pp. 4977–531.

In addition, each staff member teaching a section indicated the special emphasis proposed for that section in another course outline of one or two pages. For example, one mentioned the goal of improving class members' communication skills and their sensitivity to other people. Another mentioned self–awareness of the whole person, and another proposed to present practical strategies in the classroom. Self–awareness as it relates to counselling effectiveness was commonly mentioned.

The common textbook had 592 pages in fifteen chapters and three appendices. The Preface states that "A guidance counselling philosophy must always contain love and caring for humanity expressed by helping people----." Chapters commence with a chapter organizer (the aim of the chapter), a preview, relevant questions, and suggested activities. There are numerous charts and illustrations, with sections well marked by headings. An innovation is chapter highlights, a sort of autobiographical case study in which different experts describe and analyze the use of techniques, value questions arising out of certain aspects of guidance, and the like.

How can one compare guidance in 1950–51 with guidance in 1980–81? It is more complex, it has many more techniques, it addresses many more areas. It is a many–splendored thing. The uniform thread is *helping*, but the means are much better.

Someone has said that the good life is inspired by love and guided by knowledge. The love part has remained and is retained, but the knowledge is much more powerful.

We now revert back to the central theme of this chapter, a thirty-year comparison of educational psychology. The scope mentioned in 1950–51 was in terms of courses, while that of 1980–81 was in terms of three areas (Special Education, Counselling and School Psychology, and Basic Educational Psychology) and level (increased emphasis on graduate studies). The courses offered parallel in number and in variety this broad characterization of scope. In 1950–51 there were nine undergraduate and four graduate courses in educational psychology listed in the calendar, all but one being full courses. The comparison, in terms of full courses, for 1980–81 was 19 and 35 1/2. Because there were many half courses, the total number of course offerings was 45 undergraduate and 40 graduate. A third comparison was an annual report, setting forth the activities and accomplishments of the department for that year. In sheer magnitude and complexity, 1980–81 activities can inspire awe. Finally, the detailed comparison of a few core courses rounds out this thirty-year comparison.

## **Chapter 4**

### **THE 1950s**

## Chapter 4

### THE 1950s

In the early part of the 1950s, enrollment in the Faculty of Education remained relatively constant at just under 700. The number of staff was nearly stationary at 4 or 5. They carried a heavy teaching load: Gilles, 6 hours (and Director of Summer Session); Dunlop, 9 hours (and Chairman); Clarke, Pilkington, Rees each 12 hours. In addition, staff members were urged to engage in *Extension Work*. The advantages to staff and the university are listed in the May 13, 1953 minutes of the Annual Meeting of the Department.

Individual Faculty members become known.  
Work in the field is appreciated.  
Good relations can be developed.  
Trips can be arranged and financed by the University to the benefit of all concerned.

Perhaps sparked by these advantages, the *Annual Report* made to the Faculty, and from the Faculty to the President and the Board of Governors, for the following year (1953-54) had this to say:

The number of formal speeches delivered by each member of staff follows:  
Dr. Gilles, 9; Dr. Rees, 12; Dr. Clarke, 15; Mr. Pilkington, 14; Dr. Dunlop, 7.  
Audiences ranged from Provincial Conventions, Home and School Associations, Career Nights, 4-H Club leaders, and sororities.

Also mentioned in this report are Varsity Guest Weekend, at which the Department assumed responsibility for an exhibit. There was also a paragraph on publications and articles by various staff members. While this report does not mention the CKUA radio series, regular broadcast time was allocated to and used by the Department.

Teaching and extension were only part of staff activities. All members of the Department participated in supervision of practice teaching, with a target of weekly visitation of candidates. The Education Clinic was yet another activity in which each staff member engaged.

The Education Clinic was developed by H. E. Smith prior to his appointment as Dean of the Faculty of Education in 1950. In those years, it drew its clientele from the university (academic career counselling, personal problems) and the school system (special defects, low ability, inadequate attainment, etc.). It was, from these early days, associated with the clinical work of Education 574. On his appointment to Dean, Smith assigned the responsibility for the Education Clinic to the newly formed Department of Educational Psychology. At the same time, A. J. Cook was appointed Director of Student Advisory Services, which was to take care of university students in all faculties. The staff members of the Division (with the exception of Dr. Gilles, whose Summer Session responsibilities were onerous) participated in Clinic activities, as did some staff from outside of the Department, especially in the areas of reading and speech. In the 1950-51 year the Clinic dealt with 54 cases: vocational counselling, 20; reading problems, 20; speech analysis, 6; academic achievement, 4; serious maladjustment, 3; marked sensory defect, 1. Estimates of staff time involved totalled 37 1/2 hours. Starting in the 1951-52 year, the Education Clinic, in cooperation with staff of the Alberta Department of Education Guidance Branch, made two out-of-town visits, one in the fall and one in the winter term. In that year the out-of-town clinics were held in Red Deer and in Wetaskiwin.

The policy pursued by the Chairman was to rotate the position of Director of the Education Clinic. In 1952-53 the position was held by Rees; in 1953-54 by Clarke; in 1954-55 by Pilkington; in 1955-56 by Harper. When Dockrell was added to the staff of the Department in 1958, it was with the intention that he head up the Education Clinic, which he did during the period 1958 to 1965. The Clinic is again considered in the next chapter.

Teaching, supervising practice teaching, extension, and Education Clinic work: these were staff activities in the early 50s. But there was something else: research. The minutes of the May 13, 1953 meeting of the Department recorded that the Chairman reviewed the development of the newly organized Institute of Educational Research. The minutes record that the Institute is organized under (a) Research Committee (b)



Publications Committee (c) Membership Committee (d) Foundation Committee, and adds the following:

Good cooperation may be expected from the A.T.A. and the Department of Education. Professor Dunlop will tour the major cities this coming June to recruit support for the Institute.

Formal setting up of the Institute is hoped for after the May, 1953 Convocation.

With major research in Education a possibility at the University of Alberta, it is hoped that students may be attracted from outside points, and so add to the strength of the University.

The minutes were signed by W. Pilkington, Acting Secretary.

However, there were road blocks. In the minutes of the August 7, 1953 meeting of the Board of Governors, minute #13, dealt with the proposed Alberta Institute of Educational Research. As is so often the case, it is recorded that "The President read Dr. Swift's letter of July 23 and Dean Smith's letter of August 4" – but there is no inkling of the contents of the first letter. However, the minutes record that Dr. Smith described an informal meeting of representatives of the Faculty of Education, the Department of Education, the Alberta School Trustees' Association, and the Alberta Teachers Association, in which it was proposed that Dr. Dunlop might visit various parts of Alberta to raise funds for the Institute. Now the roadblock!

Moved by Mr. Harrison and Dr. McNally that approval should not be given to soliciting funds for the Institute in the name of the University, and that the President should try to arrange a meeting with representatives of the interested organizations to learn of their plans and to explain the Board's views. Carried.

This reads like a resounding NO! However, there was strong support for the idea. Correspondence of the President at the time shows letters from the A.T.A. and from A.T.A. Locals urging the President and the Board of Governors to support the idea. Undoubtedly, the officials of the participating organizations spread the word. For his part, Dunlop continued active promotion and, at the same time, modified the proposal. The minutes of the Executive Committee, Board of Governors, for December 11, 1953

record the following in minute 19:

The President read the minutes of a meeting on October 23 of representatives of the Faculty of Education, the Department of Education, the Alberta of Teachers Association, the Alberta School Trustees Association, the Alberta Federation of Home and Schools Inc., and other interested parties. The recommendations arising from the meeting were that the name of the proposed organization be "The Alberta Advisory Committee on Educational Research", that there be a central committee consisting of the Dean of the Faculty of Education, and one or two members from each cooperating organization; that there should be a Research and a Publications Committee of five members, one from each organization; and that the Director be ex officio a member of this committee; that officers consist of a Director of Research, an Assistant Director of Research (both to be members of the Faculty of Education), an Editor and an Assistant Editor, to be appointed by the Advisory Committee; that there be a Finance and Membership sub-committee consisting of five members, one from each cooperating organization, to be appointed by the Advisory Committee; that one of the first duties of the Advisory Committee should be to draft a constitution which would be presented at a later meeting.

This was the concept: organizations interested in education, cooperating to promote research and publication of research in education. It is to be noted that the minutes record that the proposed organization was discussed at length. It is clear that some, at least, of the opposition had weakened or vanished. Dr. McNally, who moved the Board motion previously quoted, was, as Chancellor, a prominent member of the Executive Committee. However, instead of being overly concerned about "soliciting funds in the name of the University", this meeting proposed constructive suggestions, notably, that the University should annually contribute \$2,000.00 for five years. It did, however, reiterate that funds could not be solicited in the name of the University, but carefully pointed out that participating organizations were free to solicit funds in their own name.

The Alberta Advisory Committee on Educational Research was authorized by the Board of Governors on October 15, 1954. The constitution makes no mention of how, or in whose name, funds were to be solicited. But funds poured in. The Calgary City Local of the A.T.A. donated \$1,000.00. The Hotelmen's Association donated \$500.00. W. J. Gage Publishers made a three-year annual contribution of \$250.00, and funds came from many A.T.A. Locals and School Boards in smaller amounts, usually \$25.00 to \$50.00. The University was providing \$2,000.00 per year, the A.T.A. \$1,000.00, the Department of Education \$500.00, and the A.S.T.A. \$250.00.

The University established a current and an endowment account, and it was Dunlop's dream that the day would come when research could be financed from the interest from the latter. In the early days, donors were urged to specify that half of their donation be allocated to the endowment fund. In the mid 1950s, the minutes of the Board of Governors under the item *Gifts* continued to list many for the Alberta Advisory Committee on Educational Research.

The first issue of the *Alberta Journal of Educational Research* was published by the *Committee on Educational Research* March, 1955. The members of the committee were listed as: H. E. Smith, Chairman; G. M. Dunlop, Director; S. C. T. Clarke, Assistant Director and Acting Secretary; H. S. Baker, Editor-in-Chief; W. D. McDougall; H. T. Coutts, and J. W. Gilles. It contained five articles: "Factors Associated With School Dropouts" by A. E. Hohol; "A Survey of Reading Achievement in Alberta Schools" by Anne Carmichael and R. E. Rees; "A Comparative Study of Public and Private Bus Ownership of School Buses in Alberta" by Robert A. Kinmitt; "Why Teaching is Chosen as a Career" by S. C. T. Clarke and W. Pilkington; and "The Reading Abilities of Adults" by Dorothy Lampard. Twenty-five years later, the March, 1980 edition of the Journal published by the *Faculty of Education of the University of Alberta*, lists fourteen consulting editors, and a *Faculty Publications Committee* of ten. The editor was H. W. Hodysh. It lists six articles "Prediction of Success in Student Teaching as a Criterion for Selection in Teacher Education Programs" by R. J. Twa and M. Greene; "A Critical Look at the WISC-R with Native Indian Children" by B. Seyfort, O. Spreen, and V. Lahmer; "Cognitive Interactions in Science: Classroom Practices and Some Prescriptions of Theories of Learning" by R. G. Hacker; "The Validity of the Estes Reading Attitude Scale for Intermediate Grades" by E. G. Summers; and "Predicting the Educational Bias Effect" by G. G. Foster, B. Algozzine and R. C. Eaves. As it happens, not one of the authors of these articles is from the University of Alberta. The first article only, originated in Alberta, from the University of Lethbridge. The national and international flavor of the Journal is apparent, although not all issues have this kind of composition.

Another thread in the strand of research was graduate study. For years, the University of Alberta had offered the Master of Education degree. The inauguration of the PhD occurred in the 1950s.

Russ MacArthur had been awarded a Carnegie overseas scholarship in 1948. He went to London as a Carnegie Fellow and obtained his PhD. From there he went to Australia and served as a research officer in the New South Wales Department of Education, and then to Grande Prairie as Superintendent of Schools. He was known as a research man.

At the beginning of the 1950s, the Canadian Education Association applied to the Kellogg Foundation of Battle Creek, Michigan, for a five-year grant to improve educational administration in Canada. In 1952 MacArthur was appointed Assistant Director of the CEA-Kellogg project. Commencing in 1953 this project sponsored an annual Superintendents' Leadership short course until 1958 held at the University of Alberta. This, and other activities, frequently brought Russ back to the campus, gave him personal contacts with officials, and know-how in preparing grant applications. He helped the University to secure a grant for graduate study and research in Educational Administration.

G. M. Dunlop was fully aware of all of these matters. He teamed up with MacArthur in initiating a Carnegie grant proposal, which was to provide graduate fellowships, a research library, and some research equipment. In 1956, a grant of \$50,000.00 spread over five years was awarded to the University, and the Department of Educational Psychology was able to commence advanced graduate studies, since initially two fellowships per year (worth \$2,500.00 in those days) were available for PhD candidates. As a result, four PhD's in Educational Psychology were awarded in 1959, and the Department was embarked on its long and distinguished record.

This Carnegie grant also supported three trips to study educational research in the United States: 1957, S. C. T. Clarke to the Eastern Seaboard; 1958, R. S. MacArthur to the Central parts; and 1959 C. C. Anderson to the West. As Dean H. T. Coutts noted "Undoubtedly the results of these tours heightened the interest of staff in research, not

only in the Department of Educational Psychology, but also in the Faculty of Education as a whole."

The 1950s ended with the Department having increased to nine staff members. The most noteworthy and visible achievements were in the field of research and graduate studies. The Alberta Advisory Committee on Educational Research had been successfully launched and, with it, the *Alberta Journal of Educational Research*. Both of these were flourishing in 1980–81. In addition, the Department had embarked on advanced graduate work. By the end of 1981, 279 PhD's had been awarded. That is an impressive record.

The less visible but central activities of the Department were also exemplary: teaching, supervision of practice teaching, and extension. These unsung endeavors may be recorded only in the hearts and minds of students and parents, but they are of paramount importance.

## **Chapter 5**

### **THE 1960s**

## Chapter 5

### THE 1960s

This was the decade of student revolt. Starry-eyed, they set out to demolish old shibboleths: racial prejudice, hypocritical sexual morals, authoritarianism, and veneration. In the United States there were campus sit-ins, riots, and take-overs of administration buildings. Positively, students wanted participatory democracy, relevance, and preeminence of learning as contrasted with teaching. This is a woefully inadequate description of the turmoil and, in some places, violence of the times.

Staff was affected by student activism. Young staff members tended to empathize and sympathize with students, if not encourage and lead them. All staff felt the pressure about course content, grades, and assignments. Who determined the curriculum?

Typically, the student revolt in Alberta was later, and was less violent than in the United States. But undercurrents of the same attitudes were felt. The times were unsettled. For one thing, enrollment nearly tripled from about 1,000 at the end of the 1950s to 3,841 at the end of the 1960s (see Table 2). Similar changes were occurring all across Canada. In the Department of Educational Psychology staff increased from ten to twenty-six. Because of the keen demand in other institutions, well qualified and experienced professors could and did move to head up new departments, centres, institutes, or programs.

Two other major events occurred in the Sixties. The increased number of students and staff required more space. In September, 1963, the Faculty of Education moved from the old Normal School Building to its new and splendid quarters on 87th Avenue. In addition, the long-standing chairman of the Department was due to retire in 1966. A number of staff members were keenly interested in the position. In these circumstances it is not at all remarkable that of those who staffed the Department at the end of the 1950s, only three were still present at the end of the 1960s, and one of these (Gilles) was practically full-time Director of Summer Session and Evening Credit

Programs. In the mid 60s Black left to become Registrar of the newly established University of Calgary, Dockrell left on study leave from which he did not return (instead, he joined the staff of OISE to head up their clinical work), Harper left to head up an organization for child study at Simon Fraser University, Macdonald left to head up the Department of Education of Sir George Williams University in Montreal. From those who joined the staff of the Department in 1959, Ayers went to the California Testing Bureau at Monterey, California; and Christensen left to head up the Student Counselling service at the University of Calgary. Opportunity beckoned for these staff members.

In addition to opportunity, there was, in some cases, disappointment. The minutes of Department meetings kept by Ayers from 1959 to 1966 are very brief, but in 1965 and 1966 they were dominated by consideration of procedures for selecting a chairman. There was, in the spirit of the times, strong support for the election of the chairman. Despite this, the procedure of a selection committee was followed. At its first meeting, each of the two nominees of the Department declined to specify that he was not a candidate for the position! Two others (Hunka and Cameron) were selected, and perhaps because there were so many on the existing staff who were interested in the position, the committee recommended an outsider, B. R. Corman, who was appointed. His tact and firmness were needed!

A serious problem throughout the 60s was shortage of staff. The enrollment figures speak for themselves. Some of the newly employed staff members stayed for only one or two years, then moved on to greener pastures (or warmer climes). Until his death, Dunlop reported staff shortages as a persistent problem.

During the 1960s four services which originated in the Department came of age. They ended by being more or less associated: one was almost entirely a service operated by the Department, two were at least Faculty-wide, and one was relatively independent. They were the Test Library, the Education Clinic, the Educational Research Services, and the Centre for the Study of Mental Retardation.



The Test Library by the 1980s was wholly supported financially by the Department, and in the main served the Department. The Clinic and the Research Services had coordinators, one third of whose salary came from the budget of the Department, and other academic staff, two-thirds of whose salary came from the budget of the Department. Beyond these contributions, the major portion of the budget of these two services came directly from the Faculty. They were both housed in the Faculty, and with some exceptions, the academic home of their academic staff was the Department, and graduate students were mainly students registered in the Department. In the case of the Centre for the Study of Mental Retardation, its budget did not come through the Faculty of Education, but other provisions were similar. These four services will now be described.

From the beginning, files of standardized tests had been kept in the Chairman's office. Staff and graduate students had access to these tests. The minutes of a meeting of the Department dated May 15, 1964 record an item on *Test Files* dealing with student access. In the early 1960s, when the Federal government support for the preparation of vocational counsellors was inaugurated, the university received \$1,000.00 per graduate student enrolled. Part of this money was used to expand and upgrade the bank of tests. As time went on, the need for a more orderly system, and for adequate space, became apparent. Until the matter of the chairmanship was settled, little was done. Soon after his appointment, Corman appointed Mrs. Vena Nastajus to perform the functions of test librarian. Ram K. Gupta was appointed Director of the Test Library in 1968, a position he held until 1975. Following that, a committee fulfilled the function.

Mrs. Nastajus organized and systematized the test library, and by 1969 produced a test catalogue which was revised in 1976 and 1979. In 1981, she reported that approximately 1,400 undergraduate and graduate students, teachers, and staff members (not only from educational psychology) were served by the test library, many more than once.

This library is open to all university staff and to teachers, but it serves mainly the Department of Educational Psychology, and its budget comes wholly from the Department.

Turning now to the Education Clinic, the reader will recall that the previous chapter traced its origin to services offered before the Department was formed. In the early days, the directorship rotated, but commencing in 1965 H. W. Zingle took over until his appointment as Chairman of the Department in 1978. In the mid-60s the Dean of the Faculty, H. T. Coutts, decided that the time was ripe to rationalize a number of services. These included Field Experiences, the Curriculum Laboratory, the Education Clinic, Audio-Visual Media Services, and Educational Research Services. These were set up on a semi-autonomous basis, with a budget allocation as part of the Faculty of Education budget. They were to report to the Associate Dean for Planning and Development.

Within this broad framework the Education Clinic had added to its services the speech and reading functions. Only that part of the salary of academic staff attributable to their responsibility to the Department came from its budget, and beyond this the Education Clinic was supported financially by the Faculty, and was to serve the whole Faculty and beyond.

In 1980-81 the Education Clinic under J. G. Paterson dealt with 304 cases in the testing clinic, 341 in the counselling clinic, 64 in the reading clinic, and in the speech clinic 1,173 students were granted clearance while 91 were provided with clinical services. This totals 1,973 contacts, which is a far cry from the 54 reported for 1950-51. The Clinic, in 1980-81, had a deservedly favourable record and was accorded wide respect by the university community and far beyond.

Educational Research Services evolved from the Carnegie grant of 1955 described in Chapter 4. Part of this grant was to support services for research. Machines such as calculators and key sorters were purchased. When the grant terminated in 1960, the seeds had been sown. By 1963, three departments each contributed funds to support a graduate assistant (T. O. Maguire) to assist staff members and graduate students in research. As the problems of research design and data analysis became more complex,

the previous informal arrangements demanded change. By 1968 the number of PhD's awarded had reached thirteen and staff had increased to twenty four. To respond to increased demands, the Division of Educational Research Services was established in 1965 with Steve Hunka as its Director.

The Division has provided leadership in the Department, Faculty, University, and in the field in the use of computer assisted instruction. It has continued to support high quality educational research by graduate students and academic staff through providing assistance in research design, analysis, and data processing services.

In 1980-81 there were 176 different projects worked on for graduate students and staff members outside the Division, three new handouts for staff were developed, the research grants brochure was updated, a facility allowing interactive use of the Division's programs was established, and a special data collection device for application to classroom observation was acquired.

The unfolding of the origins of the Centre for the Study of Mental Retardation (in so far as it originated in the Department of Educational Psychology) appears to be closely linked to certain other developments. Starting early in the 1960s, one can trace the development of what has evolved into Special Education. Listed in the minutes of the November 15, 1960 meeting of the Department is a report on the committee on Exceptional Education (not exactly the best terminology). It proposed a general survey course to include all types of handicapped children, prerequisite to a course in the education of the mentally handicapped. Other courses for other specific areas were left in abeyance.

There was talk at the time of a Provincial school "for the physically handicapped." The nature of this school, what kinds of exceptional children would be clientele, and who would head it up, were matters for discussion. Some of this occurred between the Department of Education and the Department of Health. As it turned out, the Glenrose Hospital was established, and its chief administrator was a medical doctor, despite the fact that D. R. Cameron, then with the Department of Education, had been sent on extended tours to look into various organizations and institutes for the study of mental

retardation. In the struggle between the two government empires of education and health, the latter won.

In 1962, D. R. Cameron was added to the staff of the Department of Educational Psychology. By 1964 the Department, on Cameron's recommendation, adopted an undergraduate pattern in the education of exceptional children. For the elementary route, three full courses (eighteen hours) and for the secondary route, four were prescribed. Details are to be found in Appendix B to the minutes of the January 23, 1964 meeting of the Department. Special Education developed from Cameron's initiative.

At this time, there was active consideration of a university-wide centre for the study of mental retardation. In the mid-sixties it was established, with Cameron heading it. In 1968 J. P. Das was appointed research professor of the Centre, and the following year was made a joint appointee with Educational Psychology. Dr. E. E. McCoy of Pediatrics became Director of the Centre, and in 1972, Das was appointed to this position.

The Centre (like the Education Clinic and the Division of Educational Research Services), while housed in the Department of Educational Psychology and headed by the joint appointee, serves the whole Faculty and the university at large. It operates under the University budget, is assisted by grants from outside sources, and reports to the Vice-President (Research). Its *Report* for 1980-81 lists ten basic research projects, three applied, and three courses and workshops. The *Mental Retardation Bulletin* is published under the aegis of the Centre, and a major conference on learning disabilities was held in Edmonton in 1980. Activities of the kind mentioned have developed a favourable reputation for this widely respected centre.

This excursion into the origin, development, and maturation of the four services has carried us in time beyond certain other very important happenings.

Early in the 1960s the Department of Labour of the Federal Government recognized a severe shortage of technically trained personnel in certain fields, particularly trades and industry, and developed a program to subsidize vocational and

technical education. As a result, technical institutes and vocational wings of high schools (which made them truly comprehensive) were funded. The need for staff was very great. The Department of Industrial Arts and Vocational Education was established at the University of Alberta to prepare teachers, and the Department of Educational Psychology was approached to collaborate in the preparation of vocational counsellors. Funding was, for those days, generous. For each graduate student the university received a grant of \$1,000.00, while the student received a scholarship of \$4,000.00. In 1962-63 the graduate enrollment in the counselling area rose to thirty students. This gave a boost to the whole Department. Its effect on the test library has already been mentioned, but its effect on the graduate program of the Department was a real shot in the arm.

It is clear that while Dunlop was still chairman, the matter of specialization within the Department came under active discussion. At a meeting of the staff on January 24, 1964, area committees for graduate study were struck:

1. Measurement, Experimental, Quantitative (MacArthur, Black, Ayers, Hunka)
2. Counselling and Guidance (Christensen, Dannemaier)
3. Clinic and Exceptional Children, Mental Hygiene (Dockrell, Cameron, Gulutsan)
4. Developmental, Educational Psychology (Harper, Anderson, Macdonald, Gulutsan)

This appears to be the first mention of *areas*, which is an organizational pattern currently found in the Department, not, however, corresponding to the above.

In the mid-1960s the Academic Planning Committee of the University called for each Faculty to prepare plans for the future, projecting to the middle of the next decade. In turn, each Department was requested to prepare a submission, deadline April 1, 1966. Excerpts from that of the Department of Educational Psychology made to the Faculty of Education for inclusion in this submission, are reproduced below. This provides a glimpse of the Department (as seen by the chairman?) as of the mid '60s.

## HISTORY AND PRESENT STATUS

The Department of Educational Psychology came into existence in 1950 and began to offer doctoral degrees in 1956. Policy development in the sixteen years of the life of the Department may be summarized as follows:

(1) *Development of an instructional staff of broad and varied backgrounds.* Today we have a permanent staff of seventeen instructors drawn from Ireland, Scotland, Canada, the United States, Israel and India, and holding final degrees from Glasgow, Cambridge, Columbia, Minnesota, Toronto, Berkeley, Washington, Michigan State, Illinois, Stanford, London and Israel.

(2) *Emphasis on graduate studies.* The Department has striven, with some success, to become a major school for graduate work in educational psychology in Canada. We offer work at the MEd, PhD, and EdD levels to thirty-two intramural graduate students with forty-nine master's and doctoral candidates who are off campus. Our graduates occupy instructional posts in six Canadian and two American universities, three universities in Australia and New Zealand, and one university in India. We also offer a Graduate Diploma Program.

(3) *Building an adequate structure in the discipline of educational psychology.* We have developed a content of educational psychology based upon the best research in Canada, Britain, the United States, Switzerland and Russia.

(4) *Adjustment of our offerings to emerging needs.* We have attempted to meet the demand for guidance counsellors, teachers of exceptional children, school psychologists, measurement experts, educational clinicians, research directors and professors of educational psychology. At present there is rapid growth in these programs, especially in the field of counsellor training and the education of exceptional children.

The report goes on to document serious understaffing and to list inadequacies of space and facilities. It also lists academic objectives and their implementation. The objectives were as follows.

### Undergraduate Program Objectives

The objectives of the undergraduate program are fourfold and may be stated as follows:

1. To provide students with psychological knowledge that will enable them to function effectively in classroom situations.
2. To make for an effective integration of effort within the Faculty by close liaison with staff of other departments.
3. To permit students to acquire specialized information in particular areas such as guidance and counselling, measurement, special education, and personal adjustment.
4. To serve as a minimum preparation for graduate studies in educational psychology.

#### Graduate Program Objective

Our graduate program has three main objectives which may be stated as follows:

1. To provide lecturers, scholars and research workers in the field of educational psychology.
2. To provide executives and supervisors in such areas of specialization as guidance and counselling, education of exceptional children, measurement, and school psychology for employment by local and provincial educational authorities.
3. To provide, at a lower level, counsellors, guidance workers, experts in measurement, teachers of exceptional children and school psychologists, for employment in all school systems.

These statements of objective specify what it was thought, at the time, the Department should be doing. Following this, there were forecasts of graduate enrollment.

It is anticipated that our graduate enrolment in 1975 will include approximately 55 master's candidates, 40 doctoral students, and 5 post-doctoral fellows in the fields of counselling, exceptional children, school psychology, psychometrics, learning, developmental psychology, and social psychology.

The listing of space and facilities further spells out the ambitions of that time.

1. *The Experimental Laboratory in Educational Psychology* will eventually require a basic educational laboratory, small experimental soundproof chambers, and at least two experimental classrooms.
2. *The Education Clinic* requires at least as much space and equipment as it has at present, plus small classrooms and a receiving centre.
3. *The Counselling Centre* will require more counselling cubicles, taping rooms, several classrooms and a receiving centre.
4. *The Special Education Centre* will require experimental rooms, two observation classrooms for two types of exceptional children, probably one for mentally retarded children, and another for gifted children, together with cubicles for testing and tutorial work.
5. *The Centre for the Study of Mental Retardation* will at first be able to use existing clinical facilities and the classrooms provided by the Special Education Centre, but must have small laboratory rooms and the usual ancillary facilities before 1975.
6. *A Statistics Laboratory* is required for the students (now in excess of 60) in EdPsy 502, 576, 578 and 678 to develop proficiency in the use of desk computers, IBM punch and sort machines, and to be introduced to programming.
7. *The Test and Measurement Centre.* Inevitably there must be developed a measurement laboratory with electronic equipment for test construction, analyses and evaluation. This may eventually lead to the construction and validation of standardized tests, a development which has lagged on this campus.

This report concludes with some speculation about the future of the university. Included were the desirability of setting limits on admission in each faculty, on increasing the proportion of graduate and decreasing the proportion of undergraduate admissions with a corresponding change in emphasis, and finally, experimenting with half-course and



semester or trimester types of organization. The report provides a fascinating glimpse of what was, and what was dreamed of, in the mid-1960s.

On July 1, 1966, B. R. Corman became Chairman of the Department. A major, pressing task was staffing. In those days, permission to add staff was readily obtained. Finding and attracting suitable staff was not so easy. As already mentioned, numbers rose from ten to twenty-six, which does not mean that only sixteen were added. During the 1960s there were twelve staff members who left the Department! Someone characterized the sixties as the era of the Gypsy professor.

A pressing question at the time was the graduate core. The minutes of the February 15, 1966 meeting of the Department record a discussion on the core, which revealed that criticism made by the Faculty of Graduate Studies of four doctoral theses had sparked a committee to propose guidelines for the content. Perhaps the original proposal needed revision: the discussion noted that "Ed Psy 517 was not a course but an experience, and should not be mandatory for all." MacArthur had been chairman of a committee on the regulation of graduate studies. This committee was continued and revised (MacArthur, Boersma, Hunka, Fair, Cameron) and was asked to report at the September 29, 1966 meeting of the Department. According to the minutes, there were two thrusts: to divide full-year courses into half courses, and to revise the content of a number of the 500 level courses.

The matter of the core remained active for some time. The January 12, 1967 minutes of the Departmental meeting record consideration of how to determine competency in the core, and the March 9, 1967 meeting approved core areas as follows: (1) statistics and research design (2) personality theory (3) group processes (4) development, and (5) learning. The MacArthur committee was at work.

By the beginning of the next academic term, area sub-groups were established, with each group selecting one of its members to serve with the Department Chairman and secretary as a departmental executive committee; and with each group advising on courses and course revisions, capital expenditures, staff, teaching load, etc. At the September 18, 1967 meeting, three area groups were established: (1) counselling,

school psychology, special education (2) learning and development, and (3) measurement and research design. The conveners for the respective areas were Eberlein, Schmidt and Bicknell.

One of the first proposals coming from the areas was that the core of the graduate curriculum be eliminated in order to provide more flexibility in planning students' programs. At this time, the core was Ed Psy 502 Introduction to Educational Research (wt. 6), 515 Theories of Personality (wt. 3), 517 Group Processes in the School (wt. 3), 569 Advanced Educational Psychology: Development (wt. 3), and 571 Advanced Educational Psychology: Learning wt. 3. At the January 25, 1968 meeting the core was thoroughly discussed. Led by Schmidt, it was decided that the matter be considered further. The September 6, 1968 minutes report that a committee (Chambers, Fair, F. Dyer, MacArthur and Schmidt) had met every two weeks from March 21 until June, and proposed to teach an integrated core as a team to fifteen graduate students. It is apparent in retrospect that the core remained, that it was revitalized, and that the matter was, for a time, satisfactorily dealt with.

Returning to the first years of Corman's headship, it is clear that things were being done. For example, the November 17, 1966 meeting considered the formation of informal interest sub-groups within the Department (later to be called area groups). The new Chairman reported on a fruitful and cooperative approach to the Department of Psychology. There was even a joint Psychology – Educational Psychology Committee. Instead of the record of Departmental meetings being dominated by procedures for selecting a chairman, we now find full and detailed accounts of serious academic discussion of matters such as a non-thesis master's degree (December 15, 1966).

Beginning with the 1967–68 academic year, the long-time secretary of the Department, Louise Plewes, became secretary to the Associate Dean for Planning and Development.

As the 1960s drew to a close, it was clear that decision-making in the Department had been decentralized. The three area groups held regular meetings and made decisions pertinent to their area. In addition, two important standing committees were in place: the

Undergraduate Study Committee and the Graduate Study Committee. Two other standing committees were inaugurated: the Committee on Staff and Student Research and Committee X (mainly a social committee). A departmental executive consisting of the chairpersons of the four standing committees, the president of the graduate student organization of the Department, and the Chairman and administrative officer of the Department was established. Thus the function of the department meetings was to be limited to consideration of issues which could not be satisfactorily dealt with elsewhere.

In retrospect, it can be noted that during the latter part of the 60s, staff teaching loads were reduced, and there was a corresponding stress on research and scholarly activity. The Department gained a place in the sun, and became known across Canada and beyond as a first-rate Department of Educational Psychology. It was the contributions of individual staff members which gained the Department this reputation. The '60s, a turbulent time, was a time of rapid, perhaps too rapid growth, but also tremendous development.

## **Chapter 6**

### **THE 1970s**

## Chapter 6

### THE 1970s

There is a term used by air traffic controllers which in general describes the 1970s: "a holding pattern". For example, in 1969-70 student enrollment was 4,070 compared with 3,126 ten years later, yet the corresponding numbers of full-time staff were 27 and 39. The watchword on budgets was RESTRAINT. The time of expansion was over, except in certain areas. No longer could staff "pick up and leave" and immediately find several institutions clamoring for their services. No longer could graduate PhD's anticipate that they would get a position in academia. New ventures were scrutinized so closely that soon proposers asked whether there was any chance of funding before they did much work.

At the beginning of the 1970s a new Bachelor of Education program was introduced, which eliminated the required twelve hours of educational psychology and provided much more flexibility in student choice of program. During the 1970s (in 1974) the location of the Department changed from Education South to the sixth (and part of the fifth) floors of the new Education North building. There were three chairmen during the 1970s – B. R. Corman until June 30, 1972; W. H. O. Schmidt July 1, 1972 to June 30, 1978, and H. W. Zingle commencing July 1, 1978. In addition, for the academic year 1974-75, J. Chambers was Acting Chairman.

The general state of the Department at the beginning of the '70s is eloquently described in this quotation from the 1971 Report of the Faculty of Education to the President and Board of Governors. This report dealt with the academic year 1970-71.

The staff continued its active program of research . . . The number of individual projects funded increased to 31. Twenty-seven books, chapters in books, monographs and major technical papers were published and eighteen major texts or monographs were accepted for publication. Staff members reported 38 journal articles published and an additional 27 accepted for publication. Twenty-one students were awarded the PhD – the largest

number in a single academic year . . . Of 220 acceptable applicants, only 40 could be admitted to the class of 1971-72. Requests for our graduates have not slackened . . . .

From this report on, until these *Annual Reports* were discontinued (the last was in 1975), the squeeze between legitimate demand for services, and the resources to provide the services, was a constant theme. Pride in the recognition of a top-notch Department was tempered by frustration about inability to do the job which needed to be done. Excerpts from the 1973 report (for the 1972-73 academic year) follow.

The declared intention of the Government of Alberta to expand Special Education Services will increase demand for Special Education teachers. . . . Enrollment in Special Education courses increased 27% over the previous year. . . . The freeze on making new appointments leading to tenure affects us seriously. . . . The Department of Educational Psychology now has, I believe, the largest graduate enrollment in this university, and certainly is the best known Educational Psychology department in Canada.

One final quotation is provided, from the 1974 report, for the 1973-74 academic year.

The problems that were with us in 1972-73 are still with us now – only more so. We are still desperately trying to cope with increasing enrollments in Special Education; with an ever-increasing number of applicants for graduate study; and with attempting to meet identified and legitimate community needs. Without radical improvement in financial support, it will be almost impossible for this department to maintain its leading position in Canada.

There is no doubt but that in the first half of the 1970s, the Department was feeling the pinch. As already noted, the university calendar for 1969-70 listed 27 full-time staff. The corresponding number for 1979-80 was 39. However, for 1970-71 the number of full-time staff listed in the calendar was 35. During most of the 1970s staff membership was relatively static, except for small increases in the staff of the Special Education area.

In the mid-1960s a proposal for a non-thesis MEd degree was actively considered. Some ten years later (September 15, 1977) the matter was disposed of. The minutes of the Departmental meeting of that date record a positive motion "That

there be a non-thesis MEd degree" which was defeated. The minutes record the arguments pro and con.

Earlier that same year (February 17, 1977) the minutes indicate that the Special Education area had submitted a lengthy proposal for a *Teacher Training Program for Deaf Education*, which was approved with some amendments. Another good indication of the operations of the Department is provided by the annual report of the Graduate Admissions Committee which, up to May 5, 1977, had considered 228 applications and recommended 92 for admissions as follows:

	Basic		Counselling & School Psychology			Special Education		
	MEd	PhD	Dip	MEd	PhD	Dip	MEd	PhD
Number of applicants	29	16	18	69	33	8	15	13
Number accepted	13	10	13	22	15	5	8	6

These data illustrate the extensive graduate program of the Department.

In the mid-1970s (April 1976) the fine-tuning of the administrative structure of the Department was completed and approved. It is reproduced here to illustrate the extent of collegiality and participation anticipated.

## ORGANIZATIONAL STRUCTURE OF DEPARTMENT

### *Educational Psychology*

#### *Powers assigned to the chairman (as per GFC)*

- 1.1 In matters of tenure, promotion, and merit increments, the chairman shall make an independent recommendation to the Faculty Promotion and Tenure Committee.
- 1.2 The chairman is responsible for recommending staff members to the Dean for selection committees for new staff members.
- 1.3 The chairman is responsible for approving the membership of all adjudicating committees for the masters, candidacy, and doctoral examinations.
- 1.4 The chairman will have final authority for the admission of candidates to graduate study, and for the appointment of graduate assistantships.
- 1.5 The chairman will have final authority for the preparation of the department's operating budget and for the expenditure of all funds except those established as independent trust funds for staff research.
- 1.6 The chairman will have the responsibility for the scheduling of courses and for teaching assignments for staff members.
- 1.7 The chairman will be responsible for the employment and supervision of all non-academic staff, except those paid from special trust funds.
- 1.8 While the final responsibility on the items above is the chairman's, he may, in the exercise of these functions, allocate or share his authority with members of the department. In the sections which follow the ways in which the chairman's authority is to be shared and allocated is spelled out.

#### *Delegation of authority to individuals*

- 2.1 The chairman may, from time to time, delegate authority to an individual professor for specific duties.



### *Area committees*

- 3.1 There shall be three area committees: Counselling and School Psychology; Special Education; and Basic Educational Psychology.
- 3.2 Membership of area committees is determined as follows: (a) staff: each staff member signifies at the beginning of the academic year at least one, and not more than two, area committees in which he will be a full member with voice and vote for that year; (b) graduate students: the Educational Psychology Graduate Students' Association will elect by secret mail ballot three graduate students to each area committee, such students to have voice and vote.
- 3.3 Area committees will elect their own area coordinator in April/May to take office effective July 1 of each year.
- 3.4 Area committees will advise the chairman on all matters relating to the special needs and aspirations in that area, including budgetary needs, staffing matters, instructional needs, and proposals for courses.
- 3.5 Agendas and minutes of area committee meetings will be distributed to the chairman of department and the coordinators of all area committees.
- 3.6 Each area committee will decide on times and frequency of meetings.

### *Special tasks committees*

- 4.1 There will be the following standing committees: *Undergraduate Program Committee* (3 representatives of areas, 2 at large, and 2 graduate students); *Graduate Admissions Committee* (3 representatives of areas, 2 at large, and 2 graduate students); *Research Committee* (1 representative from area, 1 from DERS, 1 at large, and 1 graduate student); *Recruitment Committee* (3 representatives from areas plus 4 at large); *Library/Test Library Committee* (3 representatives of areas plus departmental representative on Faculty Library Committee); *Buiding Committee (f)* (administrative officer, 2 at large, 1 representative of clerical support staff, and 1 graduate student); *Social Committee* (3 at large – staff, clerical support or student).
- 4.2 Elections to these committees to be held in April/May and members to take office July 1 of each year.
- 4.3 Term of office for members elected at large will be 2 years – elected on a rotational basis.

- 4.4 Tasks which do not properly fall within the scope of the above committees or of the area committees may be dealt with by *ad hoc* committees, appointed from time to time by the departmental meeting or by the chairman of the department.
- 4.5 Representatives of the department to committees outside the department will normally be elected at a departmental meeting except where urgency requires the chairman of the department to act on behalf of the department.
- 4.6 The chairman may call together Advisory Committees as the need arises.

#### *The departmental meeting*

- 5.1 The departmental meeting deals with all recommendations from committees that have implications for policy of the department as a whole.
- 5.2 Its membership, with full voice and vote, consists of all regularly appointed staff and full-time lecturers as well as duly elected graduate student representatives.
- 5.3 The ratio of graduate student representatives with voice and vote to staff with voice and vote shall be two for every five (or fraction thereof); the number of student representatives to be calculated at the beginning of each academic year.
- 5.4 The graduate student representatives shall be elected by secret mail ballot and according to the constitution and by-laws of the Educational Psychology Graduate Students' Association.
- 5.5 A quorum for department meetings will be 50% plus 1 of those total staff and students with voice and vote.

#### *General*

- 6.1 Meetings of all standing committees and of the departmental meeting will be open, but voting on any issue before a committee or the departmental meeting shall be limited to those elected or co-opted to membership on that committee.

- 6.2 The chairman of a meeting, at his discretion, may grant voice to, or withhold voice from, those who have no vote.
- 6.3 The chairman of the department is an *ex officio* member of all committees, and receives all agendas and notices of meetings and minutes.

In the last part of the 1970s, the Department had seized the initiative in the one area where new programs would be funded. In general, this area was Special Education. As already has been mentioned, a teacher training program for deaf education was developed. At the same time, a program for multiple dependent handicapped was also in the works. Formally, both of these were approved by the Department early in the 1980s, but additions to staff had been acquired to provide the necessary expertise. The log-jam of restraint had been broken, and staff were busily engaged in preparing and revising undergraduate and graduate programs in these new fields.

The extensive description of staff activities provided in Chapter 3 also indicates the many and varied efforts toward the end of the 1970s. The specially prepared *Annual Report* for 1980–81 obviously describes, in snapshot fashion, ongoing activities of the late 1970s and forecasts those of the early 1980s.

In retrospect, the Department had come a long way since 1950–51. The infant activities of those early days grew and developed and, as in human development, as time went on new and different manifestations have been produced. Various chairmen have described the Department as being the largest and the best-known in Canada. It would be rash to attempt to predict its future, but the groundwork is in place for a growth and development which could be the pride of all.

**Chapter 7**

**STAFF**

## Chapter 7

### STAFF

A university department is people. An account of the development of the department is, in essence, the record of activities of the staff of that department. This chapter undertakes to provide glimpses of these activities. For the formative period of the 1950s, as short biographical sketch (naturally slanted towards academia) is attached to each name. The order is in terms of the date of first appointment of full-time staff. A biographical sketch is included for each of the four chairmen, and an acting chairman for one year. For staff in the 60s and 70s when turnover was great, the sketches have been omitted, if for no other reason than some staff members stayed for such a short time that no one knew them well enough for a biographical sketch to be developed.

All tenure and tenure-track members of the academic staff of the Department as of the spring of 1982 were invited to provide a short (maximum 100 words) biographical sketch which emphasized their contribution to educational psychology including teaching, research, and service. Those received are included.

A basic source for names, degrees, and dates was the university calendars. On occasion, this source contains errors, particularly the date of first appointment in the early years. Every effort has been made to correct such mistakes, but some may have remained undetected.

The first list includes staff by date of appointment in chronological order, with calendar listing and biographical sketches indicated. A second ready reference list, by surname only, presents staff members year by year.

## STAFF, BY YEAR OF APPOINTMENT

1950. Dunlop, George Murray, MA (Alberta), PhD (Columbia), Professor and Chairman, Division of Educational Psychology. Awarded the PhD degree from Columbia in 1951, he was chairman from 1950 to 1966, when he collapsed in class and died just prior to scheduled retirement. Many students, some ruefully, remember him as a vigorous, exacting and dedicated teacher.

His creative insight and enthusiasm initiated in 1953 the Alberta Advisory Committee on Educational Research, which to this day continues to support publication and research. Largely through his efforts, the Alberta Journal of Educational Research was inaugurated in 1955, and a Carnegie grant of \$50,000 was awarded for the Department to pursue research and graduate study. These activities promoted the Department.

1950. Gilles, John William, MA, MEd (Alberta), EdD (Stanford), Professor of Education and Director of the Summer Session. He taught Ed. 172 and 176 from 1950 to 1967, and a graduate course in child psychology until 1956, at which time the Directorship of the Evening Credit Program was added to his responsibilities as Director of Summer Session. He organized and taught the first course in audio-visual aids and planned the physical facilities for A.V. in Education Building I. He retired in 1969.

1950. Clarke, Stanley Charles Tremayne, MA, MEd (Alberta), EdD (Stanford), Professor of Education. He taught tests and measurement, mental hygiene and guidance, and headed the Education Clinic. He was the first secretary of the Alberta Advisory Committee on Educational Research and contributed an article to the first issue of the Alberta Journal of Educational Research. He resigned in 1958 to assume the

important post of General Secretary of the Alberta Teachers' Association. In 1969 he returned as Director of Summer Session and Evening Credit Programs, until his retirement in 1977. After retirement he continued to teach EdAdult 521 and to work on studies, including the goals of the department, and the development of the department.

1950. Rees, Robert Ellsworth, BA, BEd (Alberta), PhD (Northwestern), Associate Professor of Education. The 1953 Annual Report of the Division indicated that "All members participated in the supervision of practice teaching. During May, 1953, Drs. Dunlop and Rees assisted in the first CEA-Kellogg Pilot Short Course for Superintendents and Inspectors. Dr. Rees sponsored a province-wide study of achievement in reading of Grade IV and Grade VII students. Dean Smith and Drs. Rees and Dunlop were active in the promotion of an organization for educational research centred in the university" (the AAC.E.R.). In 1954 Dr. Rees resigned to join the Department of Education as Superintendent at Grande Prairie, retiring as Deputy Minister of Education.

1952. Pilkington, Wilfred, BA, MA, BEd (Alberta), Assistant Professor of Education. He acted as secretary to the Department from 1952 to 1955, was Director of the Education Clinic in 1954-55, and in that year taught ten and a half hours per week in the Department of Educational Psychology, did fourteen hours per week laboratory and clinic work, and three to four hours per week supervising practice teaching, plus teaching three sections of methods of teaching English. In 1955, he transferred to the Division of Secondary Education to pursue his academic interest (the teaching of English), and from there to a distinguished career as Associate Dean, Faculty of Education. Later, the university honored him with an honorary degree.

1954. Harper, Robert Johnston Craig, MA (St. Andrews and Edinburgh). His clinical background was sought to strengthen that aspect of the Department. From assistant Director of the Education Clinic in 1954–55, he became Director. He was on leave for two years at Edinburgh, completing his PhD, and on his return focused on teaching courses in learning. Students reported that he had a sparkling, interesting manner as a lecturer. With Anderson, Christensen and Hunka, he collaborated in the editing of a book on cognitive processes. He left in 1965 to head an institute of child study at Simon Fraser University, and transferred to the Department of Communications at Simon Fraser.
1955. MacArthur, Russell Stuart, BEd, MEd (Alberta), PhD (London). He came to the Department from the Assistant Directorship of the Canada-wide CEA–Kellogg project, and served for 26 years. He was instrumental in the university obtaining Kellogg and Carnegie grants, which launched Educational Administration and the research and doctoral programs of this department. His major interest was cognitive development in interaction with ecological/cultural conditions. A \$41,540.00 Canada Council grant (a first for education) supported 1969–1974 studies. These and others have given him a national and international reputation, which have been recognized by a Fellowship in the Canadian Psychological Association (1974) and Honorary Membership in the Psychologists' Association of Alberta (1977)
1957. Anderson, Charles Campbell, BA, EdB (Glasgow), PhD (Cantab). Professor of Education. He found a full range of graduate and undergraduate courses on his appointment, and has since taught almost all of them. He specialized in personality, social and iconoclastic psychology. He was visiting professor at Princeton University (1965–66) and Strasbourg University (1972–73). He has written a monograph, edited four textbooks, and published *Psychology and the Liberal*



*Consensus*, 1982. He is regarded by his students as scholarly, but abrasive and critical (principally because he demolishes received opinion and conventional ideas). He firmly believes that psychology is a bogus science. Nevertheless, he was regarded as a pleasant, even kindly person.

1957. Black, Donald Burrows, MEd (Alberta) EdD (Washington). He came from Education Testing Services with an early knowledge of computers. He tended to overwork. He was warm, competent, enthusiastic, and in constant demand. A chief area of success was in statistical studies related to analysis of student achievement, holding power, projections, and predictions of academic achievement. He was promoted to the rank of professor in 1961 and resigned in 1966 to become Registrar at the University of Calgary. He soon transferred to their Department of Educational Psychology.

1957. Dockrell, W. B., BA (Manchester), BEd (Edinburgh). He was brought on staff to strengthen the clinical area, and when Harper left for advanced study, headed the Education Clinic. During this time it was consolidated to include Faculty-wide the counselling, testing, speech, reading and language services. During his stay at Alberta he obtained his PhD from Chicago, left for study leave in London, (1965) and from there in 1966 to head Special Education at O.I.S.E. Currently (1982) he is director of the Scottish Institute of Educational Research.

1957. Macdonald, John, MA, (Edinburgh), EdB, PhD, (Glasgow). He had a well defined interest in humanity and in the dignity and rights of the individual. In 1965-66 he was President of the University of Alberta Philosophical Society. Earlier (1962) he had published a school textbook *Understanding Yourself and Society*, McMillan, used in several provinces. He developed many contacts all across Canada, and was invited to participate in many important conferences, symposiums, and the like. He resigned in 1966 as associate professor to head the Department of Education, Sir

George Williams University. From there he went to the University of Calgary, where for a time was Dean of the Faculty of Education.

1959. Ayers, John Douglas, BA, BEd, (British Columbia), PhD, (Toronto). He was Research Director for the Canadian Teachers Federation 1953–1959. A measurement and evaluation expert, he pursued this interest in coordinating Departmental examinations in multiple instructor courses. He was secretary to the department from his arrival. He exhibited a keen interest in the potentiality of programmed instruction when it was in vogue. A major contribution was classifying for the Department of Education subject matter, and devising evaluation according to curricular emphasis and objectives. He left in 1966 to join McGraw Hill–CTB in tests and measurements (at Monterey, California) and from there to his present location at the University of Victoria.

1959. Christensen, Manley Clifford, MA, PhD, (Minnesota). He had a background in sociology and counselling from Minnesota but came from New York University. Believing that counselling must rest on a solid foundation of psychology, and bubbling with creative ideas, he attracted many PhD students. When the Federal government support for Vocational Education was inaugurated in the early 1960s, he planned and developed the program for the preparation of vocational counsellors, which started with a bang with 30 students. In 1965 he left to head up student counselling services at the University of Calgary, and in 1970 left there to head the Department of Applied Psychology at O.I.S.E.

1961. Hunka, Stephen M., BEd, MEd, (Alberta), PhD, (Illinois), Professor of Educational Psychology and Coordinator, Division of Educational Research Services. He contributed to the development and teaching of courses in measurement, research design and CAI, and introduced the use of computers in support of these courses. He has served on a number of national, regional and university committees related

to his university interests. In 1976 he received the Whitworth research award from the C.E.A.

1961. Elley, Warwick Bertram, MA, (New Zealand), MEd, (British Columbia), PhD (Alberta), Assistant Professor of Educational Psychology. It appears that he was on staff for two years, and now holds the second chair of education, Canterbury University, Christchurch, New Zealand.

1962. Cameron, Donald Roy, BA, MEd, (Alberta), Professor of Educational Psychology. He was brought on staff to serve in the area of special education. He remained on staff until his retirement in 1974.

1962. Fitzgerald, Donald, DipEd (Sydney and London), MA, (Illinois). He appeared to remain on staff until 1972, and now is Head, Centre for Behavioral Studies, University of New England, Armidale, N.S.W.

1962. Gulutsan, Metro, BA, BEd, (Saskatchewan), PhD, (California), Professor of Educational Psychology. Keenly interested in Soviet Psychology, he remained on staff until his untimely death in a car accident in April, 1979.

1963. Dannemaier, William Deal, BA, (Harris' Teachers' College, St. Louis), MA, (Washington). Associate Professor of Educational Psychology. He appeared to remain on staff two years.

1964. Kelly, Francis John, MA, (San Jose State), PhD, (Texas). Associate Professor of Educational Psychology. He appeared to remain on staff two years.

1964. Pass, Lawrence Eugene, MA, (Toronto), PhD, (Alberta), Assistant Professor of Educational Psychology. He appeared to remain on staff two years, then left to join the staff of O.I.S.E.

1964. Zingle, Harvey Wilfred, MEd, PhD, (Alberta), Professor and Chairman of Educational Psychology. Awarded his PhD in 1965 (Alberta), he was that year appointed Director of the Department's Counsellor Training Program. In 1966, he was appointed for two-thirds of his time Coordinator of the Faculty of Education Clinical Services, a position he held until 1978 when he was named Chairman of the Department. He has collaborated in writing five books. He edited the *Canadian Counsellor* for five years and has been involved in numerous Governmental Task Force projects in the field of Counselling and Clinical Psychology. Despite his contributions to educational psychology, his chief boast is his Colchester Bantam Softball Team, which in 1981 won the Provincial Championship.
1965. Boersma, Frederic J., BS, MA, (Western Michigan), PhD, (Michigan State), Assistant Professor of Educational Psychology. He initiated the apprenticeship model of conducting research with graduate students within the Department. This has resulted in the publication of over 50 papers and three books. Many of his doctoral students occupy senior positions in universities throughout the world. It was mainly through his efforts that major research funds became available within the Faculty from outside sources. Areas of research and teaching have been research methodology, perceptual and cognitive development, learning disabilities, school psychology and individual assessment. His current interests lie mainly in clinical areas, whereas his early work was more theoretical. Students regard him as a fair, but demanding mentor, and one of the more stable members within the Department.
1965. Fair, Donald Clarence, BEd, MA, (Alberta), PhD, (Minnesota), Assistant Professor of Educational Psychology. Left in 1972 to go into private practice in Edmonton.

1965. Gupta, Ram Krishnan, BS, MEd, (Alberta), MA, (London), PhD, (Minnesota), Professor of Educational Psychology. His contributions were: (a) bringing in a new notational system for representing variables, (b) getting EdPsy 501: Non-parametric statistics accepted, (c) focus on psychology of yoga, (d) programming duster-analytic technique, (e) publishing several papers.
1966. Bartell, Mrs. Rwkah, MA (Hebrew University, Jerusalem), Assistant Professor of Educational Psychology. Apparently left the staff in 1969.
1966. Bicknell, John Evans, BS, BEd (Alberta), MSc, PhD (Iowa State), Associate Professor of Educational Psychology. A tests and measurement man, he left the staff in 1971.
1966. Bishop, Jay K., AA, BA, MA (Sacramento State College), PhD (Claremont) Associate Professor of Educational Psychology, 1966. Using the resources of the National Council of Jewish Women, the Junior League, and the university, in 1967-68 he conducted a head start study which was unique for Canada. Later he helped with the formation of a Preschool Art Group, and an Edmonton Committee of OMEP, which led to a survey of child care, three survey reports, and two booklets. With students in elementary school counselling 519 two annotated bibliographies were developed: *Stories for Living* and *Stories for Living and Growing*. Currently he is chairperson for OMEP Canada, is studying children's play, and speaking and writing about children.
1966. Corman, Bernard R., A.B. (Akron), AM, PhD (Columbia), Professor of Educational Psychology. He became chairman of the Department in the middle of the turbulent 1960s, when students demanded relevance and staff mobility was at its zenith. By October of 1966 he had authorization to add eleven new members to staff! he encouraged staff to "do their own thing". His practice was to "let every flower

grow". He provided a democratic type of leadership. He was characterized as self-effacing, cooperative, and reasonable. While he was chairman (1966–1972) the range of activities of the Department was broadened, and the teaching load was reduced in order to promote scholarship and research.

1966. Dyer, Frederick Norman, BS (East Michigan), MA (Michigan State), Assistant Professor of Educational Psychology.

1966. Dyer, Mrs. F. N., BS (Iowa State), MA (Michigan State), Assistant Professor of Educational Psychology. The Dyers were husband and wife, and were on staff until 1969 when they left the Department for the Army Research Institute at Fort Benning, Georgia.

1966. Lefrancois, Guy Ronald, MEd (Saskatchewan), PhD (Alberta), Associate Professor of Educational Psychology (1974), Honorary Professor. He taught mainly in the learning and development areas, and during this time wrote several articles and books. Increasingly he devoted his energies to textbook writing, leaving ordinary professorial duties in 1972. He has written eight major textbooks. Three of these are now in second editions, two are in fourth, and two have been translated into Spanish and German with other translations pending. Those with widest sales were in child development, educational psychology, and introductory psychology, each of which has sold over 100,000 copies. He continues as honorary professor to write textbooks in the broad area of psychology.

1966. Nyberg, Verner Richard, BS, MEd (Alberta), EdD (California), Professor of Educational Psychology, He came to the university from the Department of Education where he served as Coordinator of Testing and Research. His primary teaching responsibility in Educational Psychology involved courses in test construction, principles of testing for classroom teachers, and advanced

measurement. His research and publications dealt primarily with grading of written composition, attitude assessment, longitudinal studies of achievement, and program evaluation. He had a continuing interest in achievement testing in Alberta schools.

1966. Schmidt, W. H. O., BA, Dip. Ed (South Africa), PhD (Leipzig), Professor of Educational Psychology. He joined the department after 26 years of teaching and research in the University of Natal, and was chairman 1972–1978. He brought new orientations to the study of human development in particular. He promoted cross-cultural research, introduced and taught a senior undergraduate course in language and cognition, taught graduate seminars in development and in the history of psychology, and played a leading role in shaping graduate programs and policies. His 1973 book *Child development: the humor, cultural and educational context* was translated into several languages.

1966. Sartoris, Paul Charles, MA (Alberta), PhD (Utah), Professor of Educational Psychology and Counsellor, Student Counselling Services. He became increasingly full-time with Student Counselling Services, headed it up, and from there was appointed acting Dean of Students.

1967. Chambers, Juanita, BA (McGill), MA, PhD (Montreal), Professor of Educational Psychology, 1972. Coming to the Department after serving for seven years as Director of Psychological Services and Educational Consultant in a private remedial school in Montreal, she served both in Special Education in the Department and as a consultant for a Provincial curriculum for profoundly retarded children. She was a member of the *Blair Commission on Mental Health in Alberta*, taught in the Morningstar (Blue Quill) Project, and edited and reorganized the journal *Education for the Disadvantaged Child*. She supervised numerous theses and dissertations, was active on university committees, and was acting chairman of the Department 1974–75.

1967. Eberlein, E. Larry, BS, JD (Wisconsin), BD (Garrett Theological Seminary), PhD (Michigan State), Professor of Educational Psychology 1978. He has taught courses relating to theories of personality and counselling, and group processes with a classroom or task orientation. Recently he has coordinated the introductory course in Guidance designed to give teachers more information about guidance and counselling functions in school systems. He served on local, provincial, and national academic staff committees and was President of the University of Alberta Staff Association 1976–77. He has served the University in the areas of pensions, health care, and other economic benefits. His major interest is in writing and lecturing on psychology and the law, especially as they relate to professional practice.

1967. Koziy, Paul Walter, BA, MA (North Dakota), PhD (Wyoming). Associate Professor of Educational Psychology 1970. Not content as a coper, he became a seeker: "The struggle to free myself from the morass in my head". Having immersed himself in theoretical psychology and in first-hand experience of many therapeutic and meditative techniques, he got totally hooked in the integrity of Human Potential Psychology, followed by post-doctoral externships at Rajneesh International University, India and the Family Therapy Institute of Santa Barbara; with a growing interest in the utilization of unconscious resources through Neuro-Linguistic Programming and Ericksonian trance. He developed a *Gestalt Training Manual* and formulated, for classroom use, the *Gestalt Initiative Model*, which outlines basic principles of discovery learning.

1967. Maguire, Thomas O, BS, MEd (Alberta), PhD (Illinois), Professor of Educational Psychology 1976. He has taught courses in research methods since 1967.

1967. Whyte, Lillian Agnes, BA, BEd (St. Francis Xavier), MS (Fordham), PhD (Columbia), Professor of Educational Psychology 1975.



1968. Barham, Richard Mackenzie, MA (Otago, Dunedin). Assistant Professor of Educational Psychology. He appears to have remained on staff for two years.
1968. Cote, Andre David Joseph, BA, MEd (Alberta), Associate Professor of Educational Psychology 1968. He appears to have remained on staff for two years and left for the University of Ottawa.
1968. Das, Jaganath Prasah, BA (Utkal), MA (Patna), PhD (London), Professor of Educational Psychology and Director of the Centre for the Study of Mental Retardation, 1972. He was appointed jointly to Educational Psychology in 1969 and has since seen through some twenty doctoral students. A cognitive psychologist, his fields of research have included eyelid conditioning, personality, hypnosis, verbal conditioning, orienting response, and currently both typical and atypical children. He is author of *Simultaneous and Successive Cognitive Processes*, (with Kirby and Jarman). He has edited *Mental Retardation for Special Educators* (co-editor D. Baine), *Intelligence and Learning* (co-editors Friedman and O'Connor), and *Theory and Research in Learning Disabilities* (co-editors Mulcahy and Wall). He has a number of recognitions and awards.
1968. Norman, Charles A., BSc, MA (Houston), PhD (Pittsburg), Associate Professor of Educational Psychology, 1975. Assistant Dean, Admissions 1979–80 and 1981–82; Acting Associate Dean, Student Services 1980–81. He has taught courses in the Special Education area as well as the large undergraduate developmental course and learning and instruction courses. Areas of research interest include adult illiteracy, learning disabilities, gifted and early childhood education.
1968. Paterson, John Gilbert, BEd, BA (Alberta), MA (Stanford), EdD (Washington), Professor of Educational Psychology (1971) and Coordinator of Clinical Services,

(1976). His major contribution to the department was through the areas of Counselling and School Psychology. He has taught practicum courses since joining the Department, and served several times as Area Coordinator, Counselling and School Psychology Area. Since 1977 he also served as Coordinator of Clinical Services for the Faculty of Education. His primary interest has been working with delinquency, interviewing strategies, and relaxation. In 1976 he was awarded the Government of Alberta Achievement Award for his work in Psychology and Education.

1968. Stickel, Ernest G. MA, PhD (Western Reserve), Associate Professor of Educational Psychology. He appears to have remained on staff for only one year.

1969. Farris, Ronald Marshall, B.Comm (Alberta), M.BA (Alberta), Administrative Officer. He had been employed by the BA Oil Company from 1964–68. He was a graduate assistant with the Faculty of Business and Commerce 1968–69 and appointed Administrative Officer in the Department of Educational Psychology in May 1969. He resigned in October 1970 and accepted a position with the Department of Industry and Tourism with the Government of Alberta.

1969. Fox, E. Eugene, BEd, MEd, PhD (Alberta), Associate Professor of Educational Psychology 1973. He was awarded his PhD with distinction in 1969. He specializes in counselling techniques, personality theory and psycho-diagnostics. Always heavily committed to teaching, he has to date, offered no less than 16 different courses in the array provided by the Department. His research interests have spawned a very high number of student theses. When prevailed upon, he styles himself as an "existentialistic behaviorist". Equally paradoxical is his critical tongue, but nurturant manner.

1969. Hague, William J., BA (Windsor), BEd (Alberta), MS (Fordham), PhD (Alberta),

Professor of Educational Psychology (1980). Developmental psychology and counselling were his early, and continue to be, his major interests. He made contact with Dr. Kazimierz Dabrowski whose "Positive Disintegration" theory of human development led to collaboration in its further elaboration. Always a strong humanist, he found this theory not only comprehensive in scope but inspirational of religious and moral development and values. Specific courses emanated from this interest, as have numerous theses and dissertations which he supervised in the areas of developmental theory and practical applications of theory to counselling.

1969. Howe, Michael JA, BA, PhD (Sheffield), Associate Professor of Educational Psychology, 1969. It appears that he was on staff only one year.

1969. Kysela, Gerard M., BS, MA (Xavier), PhD (Waterloo), Professor of Educational Psychology, 1977. Although active in the Special Education and Basic Areas as coordinator, and sitting on Departmental committees, his major activities have been research in program development in applied areas working with handicapped children, including establishing and evaluating the Learning Centre at the Alberta School for the Deaf, establishing the Early Education Program in the E.S.P.B., and conducting several research studies. These activities culminated in 1982 with the receipt of a McCalla Research Professorship for studies in early childhood programs with handicapped children. Gerry also jogs, and records in 1981 his best Marathon time 2 hours and 46 minutes in Seattle.

1969. McLeish, John, BS, EdB, MEd (Glasgow), PhD (Leeds), Professor of Educational Psychology, 1969. He left to go to the University of Victoria in 1972.

1969. Mitchell, John J., BA, MEd (Central Washington), PhD (Oregon), Professor of Educational Psychology, 1977. He has served as Coordinator of one of the large undergraduate courses in Educational Psychology (263) since 1969. He also

teaches classes in Personality Theory and Social Psychology. He has authored nine books while at the University of Alberta covering a wide range of topics including Developmental Psychology, Child Psychology, Adolescent Development and Human Nature Theory.

1969. Sawatzky, David D, BEd, BA (Saskatchewan), MEd, PhD (Alberta), Professor of Educational Psychology and Director of Counselling Services, 1978. He has taught in most areas of the graduate counselling program. In recent years he has had a strong focus in the area of counselling theory and practice with a specialization in family and group therapy. He has taken an active leadership role becoming Director of the Counselling Clinic in 1979 and having been for three years the coordinator of the Counselling and School Psychology area. In the community, he is actively involved in teaching and training with teachers, social workers and other professionals. Current research interests relate to the application of family systems theory.

1969. Stewin, Leonard L., BSc, MEd, PhD (Alberta), Professor and Associate Chairman of Educational Psychology, 1979. He has taught undergraduate and graduate courses, and has published mainly in Developmental and Social Psychology. Resulting from this work in Social Psychology, several publications were produced and later published in the U.S.S.R. in a commemorative work honoring D.N. Uznadze. He has been a post-doctoral scholar at U.C.L.A. and Visiting Scholar both at Oxford and Heidelberg. He has supervised or was a member of numerous master's and doctoral committees, many Departmental, Faculty, and University committees, and was instrumental in establishing the Canadian Association for Educational Psychology. He was appointed the first Associate Chairman of the Department of Educational Psychology in 1978.

1969. Shannon-Brady, Dustin T., BPE, MA, PhD (Alberta), Associate Professor of Educational Psychology, 1976. His current interests are in developmental and counselling psychology with a continuing interest in the development of the whole person. Confluent education is emphasized for the application of a self-awareness, self-competence model of developing people. Therapeutic modalities of gestalt and bioenergetics with a general humanistic orientation are emphasized to enhance human potential. The primary edge of using techniques to enhance the creative powers of the mind through affirmative beliefs and imaging or visualizing are used to give a developmental thrust to human growth and development. Outside interests include raising Arabian show horses and writing poetry.
1970. Biggs, John B., BA (Tasmania), PhD (London), Associate Professor of Educational Psychology, 1970. He left in 1972 to join the staff of the University of New England, Armidale, N.S.W.
1970. Hakstian, Arthur K., BA (British Columbia), MA, PhD (Colorado), Assistant Professor of Educational Psychology, 1974. He left the staff in 1970 to go to the University of British Columbia.
1971. Calder, Peter, MS (State University of New York), PhD (Indiana), Associate Professor of Educational Psychology. Appointed to staff in 1971, Dr. Calder has taught a wide range of courses in the area of counselling and school psychology. He has been a Visiting Professor at the University of Konstanz (West Germany), a Research Associate at the University of California (Berkeley) and a Visiting Scholar at Indiana University (Bloomington), University of London (England), and the University of Arizona. At present his prime areas of interest are related to self-instructional programming, applied social-learning theory, and research evaluation in counselling.

1971. Goldberg, Jack S., MSc, PhD (McGill), Associate Professor of Educational Psychology, 1977. Until two years ago he taught mainly non-practicum special education courses, but currently he is heavily involved in practica. He has also taught graduate courses in rural areas, reading courses in giftedness, and has provided enrichment in Hebrew schools. With a colleague in Elementary Education he has recently completed a research project and several articles on distance education. He is developing a course in child psychopathology which along with giftedness constitute areas of research interests. He has served on a variety of Special Education and Departmental committees, and has also found work with the AASUA of particular interest.

1971. Janzen, Henry L., BEd (British Columbia), MEd, PhD (Calgary), Professor of Educational Psychology, 1974. He taught the large undergraduate *Learning and Instruction* course, also the *Developmental* courses. During 1975-78 he was an Assistant Dean of the Faculty. From 1976 to the present has been Director of the Psychology Testing Centre and has directed the School Psychology program in the Department. Has been visiting professor at the University of Calgary (1971), Victoria (1974), and Mount St. Vincent (1981) and was visiting scholar at Temple and Rutgers (1981-82). He edited a textbook in Educational Psychology, has published over fifty articles (mainly in the area of cognitive psychology), and has promoted School Psychology in the Department, provincially, nationally, and internationally.

1971. Silvius, Mrs. Jane R., BA (California State), MA (San Francisco State) Assistant Professor of Educational Psychology, 1971. It appears that she was on staff for two years. She is now in private practice in Edmonton.

1972. Bain, Bruce C., BA (Sir George William), MEd, PhD (Alberta), Associate Professor of Educational Psychology, 1976. Following two years as Senior Lecturer,

Makerere University, Uganda, Dr. Bain left (at the invitation of Idi Amin) and assumed the post of Sessional Lecturer in 1973. He was appointed Assistant Professor in 1974 and Associate Professor in 1976. Dr. Bain was a Visiting Professor, l'Universite de Strasbourg, France, in 1975; and Sophia University, Japan, in 1977. He has taught summer sessions at McGill, Hawaii, Hong Kong, Vanderbilt and Charles. His area of interest is cross cultural psychology with emphasis on the role of the individual language and society. Dr. Bain's latest publication is *The Sociogenesis of Language and Human Conduct*.

1972. Baine, David A., BA, MA, EdD (British Columbia), Associate Professor of Educational Psychology, 1978. He has served as Director of the Learning and Development Clinic, as Coordinator of the Special Education Area, Associate of the Centre for the Study of Mental Retardation and as Coordinator of the Multiple, Dependent Handicapped Diploma and Masters Program. He has conducted extensive research into "in situ behavior management", an analysis and modification of behavior problems with the assistance of television monitors and electronic feedback systems. He coedited a book with J. P. Das, *Mental Retardation for Special Educators*, and published a textbook entitled *Instructional Design for Special Education* (1982). He has numerous publications in the areas of instructional design, and behaviour analysis.

1972. Osborne, John W., BA, DipEd (Sydney), MS, PhD (Wisconsin), Associate Professor of Educational Psychology, 1975. He trained in the natural scientific tradition and worked in the area of verbal learning and memory until 1976 when a number of personal causes precipitated a major shift in his approach to psychology, to a humanistic and existential-phenomenological perspective in studying the person's life as it is experienced rather than through the preconceptual empiricism of natural science. His interest in self-knowledge has led to publications in the areas of consciousness, psychotherapy, imagery, music

and holistic learning. He attempts to stress the relationship of both content and the learning process to the student's evolution of personal meaning in courses he teaches.

1972. Romaniuk, Eugene W., BEd, MEd, PhD (Alberta), Professor of Educational Research Services, 1978. He joined the Division of Educational Research Services (DERS) in 1972 after working for two years at the IBM Research Laboratories in Toronto. At DERS he was involved in assisting students and staff to use the computer-assisted instructional (CAI) facility. He collaborated with Steve Hunka and Tom Maguire in developing a 70-hour CAI course to teach elements of EdPsy 502. At present he is a full-time staff member of Educational Psychology and is actively involved in exploring computer applications in education.

1972. Collins, Emma H., Administrative Officer. Her previous appointments were with the Division of Educational Research Services, Clinical Services, Educational Psychology, Office of the Vice-President (Finance), returning to Educational Psychology in December 1970. Before coming to the Faculty of Education she was employed at St. Stephen's College when it was a Theological Unit and a Residence. She has served the Department of Educational Psychology under the leadership of three chairmen. Her involvement with students has played an important part in the Department, Faculty and University. She has been heard to say on many occasions, "If there were no students there would be no need for any of us."

1974. Blowers, Elizabeth A., BEd, MEd, PhD (Alberta), Associate Professor of Educational Psychology, 1979. Her major responsibilities are teaching undergraduate testing and practicum courses, and her major interest is the education of children with minimal educational problems.



1974. Fitzsimmons, George W., BEd (Alberta), DipEd, MEd (Calgary), PhD (Toronto), Associate Professor of Educational Psychology, 1979. Following a career as a secondary school teacher and later guidance counsellor, he began training in clinical and applied psychology. While studying at the University of Toronto, he minored in psychiatry and completed his internship at the Humber Memorial Hospital. Returning to Alberta, he continued clinical association as a consulting psychologist at the Misericordia Hospital for seven years. He has a great interest in research, particularly in the fields of Vocational Counselling and Biofeedback. In the past three years two PhDs and seven Masters degrees have come from his biofeedback laboratory. The present work on the application of biofeedback for headache sufferers continues.

1974. Mulcahy, Robert, BEd, MEd, PhD (Alberta), Associate Professor of Educational Psychology, 1979. He is involved in Special Education, has served as Acting Director of the Centre for the Study of Mental Retardation and as Coordinator of the Special Education Area. Recently, he coedited a book entitled *Research and Theory in Learning Disabilities*. He has received a major research fellowship from IBM Canada in conjunction with two other researchers and is presently setting up a Special Education classroom for Inuit children in the Central Arctic. His colleagues at times consider him to be hyperactive.

1975. Short, Robert H., BEd (Exeter), MSc, MA, PhD (Oregon), Associate Professor of Educational Psychology, 1980. He taught and coordinated courses at all levels in the psychology of learning, cognition, instruction, and human development, especially in coordinating and teaching the large introductory courses in human learning, and experience which he finds very stimulating. He co-authored a text *Human Learning and Education*, has published articles in Alberta, Canadian, American, and international journals and has presented research papers in North America and Europe. He was coordinator of the Basic Educational Psychology area

for two years and is currently president of the Canadian Association for Educational Psychology and an executive officer of CSSE.

1975. Yewchuk, Carolyn R., BA,Hons (Queen's), MEd (Calgary), PhD (Alberta). Associate Professor of Educational Psychology (1977). When first appointed, she taught primarily learning and development courses at the undergraduate and graduate levels, but with the increasing student enrollments in Special Education during the 70s, gradually eased into teaching Special Education courses only. Her interests, however, continue to be in the more general aspects of educational psychology, as the recent publication of *EdPsy: A Canadian Perspective*, 1982, with Alan Bowd and Daniel McDougall would attest.
1976. Schultz, Raymond A., BA, MS, PhD (Wisconsin), Assistant Professor of Educational Psychology, 1976. He considers that his major contribution to the Department has been in a continuing insistence on high quality programs for both undergraduate and graduate students. He asks first what types of skill, knowledge, expertise and competence students should possess, and consistently argues for high level exit requirements from courses and programs. As a department of educational *psychology*, means of applying principles of psychology to education and creation of new knowledge should be reflected in our programs and activities. This pushing the Department toward *ideal* programs can provide the "best" direction even when, pragmatically, the ideal cannot be achieved.
1976. Wilgosh, Lorraine R., BA, MA (Manitoba), PhD (McMaster), Associate Professor of Educational Psychology, 1975. She was first appointed to the University of Alberta as a Counsellor at Student Counselling Services in 1971. She remained full-time until 1976, also teaching part-time during that five-year period in the Department of Educational Psychology, and Department of Psychology. She moved to a full-time position in Educational Psychology in 1976, teaching primarily

in the Special Education area, with a primary focus on assessment and remediation of learning difficulties. A secondary area of interest has been in the area of counselling women, particularly in the development of models for counselling women, with thesis supervision and articles published in that area.

1977. King, Clement T., BA (McGill), DipEd, PhD (Alberta), Associate Professor of Educational Psychology, 1978. He is a specialist in the area of learning disabilities especially hyperactivity, the subject of a PhD dissertation. He has been associated with the coordination of the Special Education practicum, and has responded to invitations from over 50 school systems, parents', university, group and teacher associations to be a guest lecturer, keynote speaker or workshop coordinator. He was Faculty Advisor for Circle K, a university-wide student group doing voluntary community work, and also Faculty Advisor for the Special Education Student Association.

1978. Frender, Robert H., BSc (McGill), MA, PhD (Harvard), Assistant Professor of Educational Psychology, 1978. He has taught courses on developmental psychology, individual differences, gender identity and sex-role socialization and intelligence: the nature-nurture debate. He has done research on cognitive development in bilingual children, memory representation in adult bilinguals, and the role of speech style in scholastic success. His current interests are the development of intelligence, human behavior genetics, and gender identity and sex-role socialization.

1980. Rodda, Michael, BSc, PhD (Durham), Professor of Educational Psychology, 1980. He was appointed to develop a program of deafness studies—the initial focus was on teacher training, but the long-term objectives have a commitment to training, research and community development. The author of three books and a large number of articles, his practical background and research skills fitted him well for

the job. He is a visiting scientist at New York University and was in 1981 a Visiting Senior Fellow at Massey University in New Zealand. He is a Fellow of the British Psychology Society, but regards his most significant accomplishment as surviving the Alberta winter.

1980. Snart, Fern D., BA (Brandon), MA (Saskatchewan), PhD (Alberta), Assistant Professor of Educational Psychology, 1980. She was appointed as a member of the Special Education staff, at a time when finances were permitting few such appointments, and at the time of writing she is the most recent member of the department. Her classes are primarily at the undergraduate level, with emphases on the learning and developmental characteristics of exceptional children. She retains a research association with the Centre for the Study of Mental Retardation which began when she was a PhD student, and is presently editing the Mental Retardation Bulletin, a tri-annual publication with many international subscribers.

## STAFF, BY YEAR, 1950-51 to 1981-82

- 1950-51 Professors: Dunlop (chm); Associates: Gilles; Assts: Clarke, Rees.
- 1951-52 as above
- 1952-53 Professors: Dunlop (chm); Associates: Gilles; Assts: Clarke, Pilkington, Rees.
- 1953-54 Professors: Dunlop (chm); Associates: Clarke, Gilles, Rees; Assts: Pilkington.
- 1954-55 Professors: Dunlop (chm); Associates: Clarke, Gilles, Pilkington, Rees; Assts: Harper.
- 1955-56 Professors: Dunlop (chm), Gilles; Associates: Clarke, MacArthur; Assts: Harper.
- 1956-57 Professors: Dunlop (chm), Gilles; Associates: Clarke, MacArthur; Assts: Harper.
- 1957-58 Professors: Dunlop (chm), Gilles; Associates: Anderson, Black, Clarke, MacArthur; Assts: Harper, Dockrell, MacDonald.
- 1958-59 Professors: Dunlop (chm), Clarke, Gilles; Associates: Anderson, Black, MacArthur; Assts: Harper (on leave), Dockrell, MacDonald.
- 1959-60 Professors: Dunlop (chm), Gilles, MacArthur; Associates: Anderson, Ayers, Black, Christensen, Dockrell; Assts: Harper (on leave) MacDonald.
- 1960-61 Professors: Dunlop (chm), Gilles, MacArthur; Associates: Anderson, Ayers, Black, Christensen, Dockrell; Assts: Harper, MacDonald.

1961-62 Professors: Dunlop (chm), Black, Gilles, MacArthur Associates: Anderson, Ayers, Christensen, Dockrell, Harper; Assts: Elley, Hunka, MacDonald.

1962-63 Professors: Dunlop (chm) Black, Gilles, MacArthur (on leave); Associates: Anderson, Ayers, Cameron, Christensen, Dockrell, Harper, MacDonald; Assts: Dockrell, Elley, Fitzgerald, Gulutsan, Hunka.

1963-64 Professors: Dunlop (chm), Anderson, Black, Gilles, MacArthur; Associates: Ayers, Cameron, Christensen, Dannemaier, Dockrell, Harper, MacDonald; Assts: Gulutsan, Hunka.

1964-65 Professors: Dunlop (chm), Anderson, Black, Gilles MacArthur; Associates: Ayers, Cameron, Christensen, Dannemaier, Dockrell, Gulutsan, Harper, Hunka, Kelly, MacDonald, Assts: Pass, Zingle.

1965-66 Professors: Dunlop (chm), Anderson (on leave), Black, Gilles, MacArthur; Associates: Ayers, Cameron, Dockrell, Gulutsan, Harper, Hunka, Kelly, MacDonald; Assts: Boersma, Fair, Gupta, Pass, Zingle.

1967-68 Professors: Corman (chm), Anderson, Gilles, MacArthur, Schmidt; Associates: Ayers, Bicknell, Bishop, Cameron, Dockrell, Gulutsan, Hunka, Nyberg; Assts: Bartell, Boersma, Dyer, F. N., Dyer (Mrs. F. N.), Lefrancois, Zingle.

1967-68 Professors: Corman (chm), Anderson, Gilles, Hunka, MacArthur, Schmidt; Associates: Bicknell, Bishop, Boersma, Cameron, Chambers, Dockrell, Fair, Gulutsan, Nyberg, Sartoris, Stickel, Zingle; Assts: Bartell, Dyer, Dyer, Eberlein, Gupta, Koziy, Lefrancois, Maguire, Whyte.

1968-69 Professors: Corman (chm), Anderson, Gilles, Hunka, MacArthur, Schmidt;  
 Associates: Bicknell, Bishop, Boersma, Cameron, Chambers, Fair, Gulutsan (on leave),  
 Nyberg, Stickel, Paterson, Zingle; Assts: Bartell (on leave), Barham, Cote, Dyer,  
 Dyer, Eberlein, Gupta, Koziey, Lefrancois, Maguire, Norman, Whyte.

1969-70 Professors: Corman (chm), Anderson, Cameron, Clarke, Das, Fitzgerald,  
 Hunka, MacArthur (on leave), McLeish, Schmidt; Associates: Bicknell, Biggs, Bishop,  
 Boersma, Chambers, Dyer (F. N.), Fair, Gupta, Gulutsan, Howe, Lefrancois, Kysela,  
 Maguire, Nyberg, Whyte, Zingle; Assts: Bartell (on leave), Brady, Cote, Dyer (Mrs.),  
 Eberlein, Fox, Hague, Koziey, Norman, Sawatzky, Stewin.

1970-71 Professors: Corman (chm), Anderson, Cameron (on leave), Clarke, Fitzgerald,  
 Hunka, MacArthur, McLeish, Schmidt, Zingle (on leave); Associates: Biggs, Bishop,  
 Boersma, Chambers, Fair, Gupta, Gulutsan, Howe, Koziey, Lefrancois, Maguire,  
 Nyberg, Paterson, Whyte; Assts: Barham, Brady, Eberlein, Fox, Hague, Kysela,  
 Mitchell, Norman, Sawatzky, Stewin.

1971-72 Professors: Corman (chm), Anderson, Cameron, Clarke, Fitzgerald, Hunka,  
 MacArthur, McLeish, Paterson, Schmidt, Zingle; Associates: Barham, Biggs, Bishop,  
 Boersma (on leave), Chambers, Eberlein, Fair (on leave), Gupta, Gulutsan, Hakstian,  
 Howe, Koziey, Lefrancois, Maguire, Nyberg, Whyte (leave Jan-June, 1971); Assts:  
 Brady, Fox, Hague, Kysela, Mitchell, Norman, Sawatzky, Stewin; Administrative  
 Officer: Collins.

1972-73 Professors: Schmidt (chm), Anderson, Biggs, Boersma, Cameron, Chambers,  
 Clarke, Corman (on leave), Hunka, MacArthur, McLeish, Paterson, Zingle; Associates:  
 Barham, Bishop, Eberlein, Fair, Gupta, Gulutsan, Hague, Hakstian, Koziey, Kysela,  
 Lefrancois (on leave Jan-June, 1973), Maguire, Mitchell, Nyberg, Sawatzky (on  
 leave Jan-June 1973), Whyte; Assts: Brady, Calder, Fox, Goldberg, Janzen,  
 Norman, Silvius, Stewin; Administrative Officer: Collins.

1973-74 Professors: Schmidt (chm), Anderson, Biggs, Boersma, Cameron, Chambers (on leave Jan-June, 1974), Clarke, Corman, Hunka, MacArthur, Maguire, McLeish, Paterson, Zingle; Associates: Bishop, Eberlein, Fox, Gupta, Gulutsan, Hague, Hakstian, Koziey, Kysela, Lefrancois, Mitchell, Nyberg, Sawatzky, Whyte; Assts: Bain, Baine, Brady, Calder, Goldberg, Janzen, Norman, Osborne, Stewin; Administrative Officer: Collins.

1974-75 Professors: Schmidt (chm), Anderson, Boersma, Cameron, Chambers, Clarke, Corman, Hunka, MacArthur, Maguire, McLeish, Paterson, Zingle; Associates: Bishop, Eberlein, Fox, Gupta, Gulutsan, Hague, Koziey, Kysela, Lefrancois, Mitchell, Nyberg, Sawatzky, Whyte; Assts: Bain, Baine, Brady, Calder, Goldberg, Janzen, Norman, Osborne, Stewin; Administrative Officer: Collins.

1975-76 Professors: Schmidt (chm), Anderson, Boersma, Cameron, Chambers, Clarke, Corman, Hunka, MacArthur, Maguire, McLeish, Paterson, Zingle; Associates: Bishop, Eberlein, Fox, Gupta, Gulutsan, Hague, Koziey, Kysela, Lefrancois, Mitchell, Nyberg, Sawatzky, Whyte; Assts: Bain, Baine, Brady, Calder, Goldberg, Janzen, Norman, Osborne, Stewin; Administrative Officer: Collins.

1976-77 Professors: Schmidt (chm), Anderson, Boersma, Chambers, Clarke, Corman, Gulutsan, Hunka, MacArthur, Maguire, McLeish, Paterson, Whyte, Zingle; Associates: Bishop, Brady, Eberlein, Gupta, Hague, Janzen, Koziey, Kysela, Mitchell, Norman, Nyberg, Osborne, Romaniuk, Sawatzsky, Stewin. Assts: Bain, Baine, Blowers, Calder, Fitzsimmons, Goldberg, Mulcahy, Short, Yewchuk; Administrative Officer: Collins.

1977-78 Professors: Schmidt (chm), Anderson, Boersma, Chambers, Clarke, Corman, Gulutsan, Hunka, MacArthur, Maguire, Paterson, Whyte, Zingle; Associates: Bain,



Bishop, Brady, Calder, Eberlein, Fox Gupta, Hague, Janzen, Koziey, Kysela, Mitchell, Norman, Nyberg, Osborne, Romaniuk, Sawatzky, Stewin; Assts: Baine, Blowers, Fitzsimmons, Goldberg, Mulcahy, Schultz, Short, Wilgosh, Yewchuk; Administrative Officer: Collins.

1978-79 Professors: Zingle (chm), Anderson, Boersma, Chambers, Corman, Gulutsan, Hunka, Kysela, MacArthur, Maguire, Mitchell, Paterson, Whyte; Associates: Bain, Bishop, Brady, Calder, Eberlein, Fox, Goldberg, Gupta, Hague, Janzen, Koziey, Norman, Nyberg, Osborne, Romaniuk, Sawatzky, Stewin, Wilgosh, Yewchuk; Assts: Baine, Blowers, Fitzsimmons, Mulcahy, Schultz, Short; Administrative Officer: Collins.

1979-80 Professors: Zingle (chm), Anderson, Boersma, Das, Eberlein, Gulutsan, Hunka, Kysela, MacArthur, Maguire, Mitchell, Nyberg, Paterson, Romaniuk, Sawatzky, Whyte; Associates: Bain, Baine, Bishop, Brady, Calder, Fox, Goldberg, Gupta, Hague, Janzen, King, Koziey, Norman, Osborne, Stewin, Wilgosh, Yewchuk; Assts: Blowers, Fitzsimmons, Frender, Mulcahy, Schultz, Short; Administrative Officer: Collins.

1980-81 Professors: Zingle (chm), Anderson, Boersma, Das, Eberlein, Hunka, Kysela, MacArthur, Maguire, Mitchell, Nyberg, Paterson, Romaniuk, Rodda, Sawatzky, Stewin, Whyte; Associates: Bain, Baine, Bishop, Blowers, Brady, Calder, Fitzsimmons, Fox, Goldberg, Gupta, Hague, Janzen, King, Koziey, Mulcahy, Norman, Osborne, Wilgosh, Yewchuk; Assts: Frender, Schultz, Short, Snart, Administrative Officer: Collins.

1981-82 Professors: Zingle (chm), Anderson, Boersma, Das, Eberlein, Hague, Hunka, Janzen, Kysela, MacArthur, Maguire, Mitchell, Nyberg, Paterson, Rodda, Romaniuk, Sartoris, Sawatzky, Stewin, Whyte, Lefrancois; Associates: Bain, Baine, Bishop,

Blowers, Calder, Fitzsimmons, Fox, Goldberg, Gupta, Koziey, Mulcahy, Norman,  
Osborne, Shannon-Brady, Short, Skakun, Vanderwell, Wilgosh, Yewchuk; Assts:  
Freder, Schultz, Snart; Administrative Officer: Collins.

## **Chapter 8**

### **PhD DEGREES AWARDED**

## Chapter 8

### PhD DEGREES AWARDED

It is fitting that this account of the development of the Department of Educational Psychology at the University of Alberta should end with a list of the graduates who earned a PhD degree. From the beginning, and through 1980–81, the goals of the department were teaching – research – service. In the finest sense, these goals are realized in the graduates produced. They are taught at the highest level. Original research is required. They go out to serve in all corners of the world. The transmission, acquisition, and dissemination of knowledge are represented in the persons who have earned a PhD degree from the university.

Following is a list of all the PhD degrees awarded on the recommendation of the department. The heading indicates the year, followed by the number of degrees awarded that year and the cumulative total. The list is chronological, with the candidate's name, the title of the thesis, the year the degree was conferred and the candidate's adviser (thesis chairman). Following this, for each candidate the position held and the location, as of April, 1982, is indicated when known. There will be some errors and inaccuracies, although members of staff did their best to furnish the proper information. The listing is as of Spring, 1982. Again, the possibility of error is acknowledged.

The chapter concludes with summaries of the number of PhD graduates by year, and by position. This latter is also subject to error, being a classification. Where the term "college" was used, and it was known that the college did not offer university level courses, the position was classified as institutional. Positions in Quebec CGEP's were classified as "university or college". The guideline was whether the institution offered university-level courses.

Table 3 reveals that the graduation of candidates with the PhD degree started slowly, averaging three per year for the first nine years. Starting in 1968 for the next fourteen years, the average was eighteen per year, with the overall average being twelve per year.

The classification shown in Table 4 reveals that over half of the graduates with PhD degrees obtained positions in universities (142), one-third in institutions, organizations or agencies (92), nearly ten percent went into private practice (29), and a few could not be traced or were in other categories (16). The listing of the graduates illustrates how circumstances changed. To the mid 70s, the majority of each year's graduates obtained positions in universities. After that, there were very few such positions available. The number and proportion who found positions in institutions, organizations, and agencies steadily increased over the period 1959 to 1981. The reader is again reminded that classification includes borderline cases where opinion might differ, and that there may be errors in the information on position and location.

PHD DEGREES, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

1950-1981

*1959 (4,0)*

Chabassol, D. J. Correlates of academic underachievement in male adolescents, 1959.

S. C. T. Clarke (On the staff of the University of Victoria)

Fritze, O. F. An examination of the relationship of oral and written reasoning ability in elementary school children, 1959. G. M. Dunlop (position and location unknown, possibly retired)

Munro, B. C. Meaning and learning, 1959. G. M. Dunlop (On the staff of the University of British Columbia)

Robinson, F. G. The psychological basis of axiomatic mathematics, 1959.

C. C. Anderson (On the staff of O.I.S.E. field service unit, Niagara)

*1960 (1,5)*

Sly, H. F. An analysis of sex differences in an Alberta school population, 1960. D. B.

Black (On the staff of the University of Regina)

*1961 (2,7)*

Elley, W. B. A comparative analysis of the socioeconomic bias in selected intelligence tests, 1961. R. S. MacArthur (On the staff of Canterbury University, Christchurch, N. Z.)

Peters, H. D. An experimental application of the concepts of image and plans to the

counselling setting, 1961. C. M. Christensen (On the staff of the University of Saskatchewan, Saskatoon)

*1962 (1,8)*

Lambert, R. A. Cognition and achievement: an examination of individual differences among Grade 10 students, 1962. J. Macdonald (On the staff of the University of Calgary)

*1963 (2, 10)*

McBride, B. E. A factorial study of student assessments of teacher performance, 1963. C. C. Anderson (On the staff of the University of British Columbia).

Olson, D. R. The role of verbal rules in the cognitive processes of children, 1963. R. J. Harper (On the staff of O.I.S.E.)

*1964 (3,13)*

Bessai, F. Concept attainment, conditioning and personality, 1964. R. J. Harper (On the staff of the University of Regina)

Mishra, P. Factors related to concrete-abstract conceptualizing, 1964. C. M. Christensen (Professor of Psychology, Indian Institute of Technology, Delhi, India)

Pettifor, E. R. Group differences in perceptual efficiency, 1964. W. B. Dockrell (retired, from Calgary General Hospital, in private practice?)

*1965 (6,19)*

- Cropley, A. J. Originality, intelligence and personality, 1965. C. C. Anderson (On the staff of the Department of Psychology, University of Hamburg, Germany)
- Friesen, J. D. Relationship of G.S.R., heart-rate, and personality traits to information intake, 1965. C. M. Christensen (On the staff of the University of British Columbia)
- Pass, L. E. Effects of stress, response class complexity, task orientations, anxiety and sex on verbal conditioning, 1965. C. M. Christensen (On the staff of O.I.S.E.)
- Quinn, J. W. An investigation of personality and cognitive correlates of religious devoutness, 1965. S. M. Hunka (On the staff of the Calgary Separate School Board)
- Wine, J. J. Relationships between scanning, field articulation and second order personality factors, 1965. C. M. Christensen (On the staff at University of Waterloo, Waterloo, Ontario)
- Zingle, H. W. A rational therapy approach to counselling underachievers, 1965. C. M. Christensen (Chairman, Department of Educational Psychology, the University of Alberta)

*1966 (2,21)*

- Lefrancois, G. R. The acquisition of concepts of conservation, 1966. J. D. Ayers (Honorary professor, Department of Educational Psychology, the University of Alberta, textbook writer)



Strutz, P. G. A study of choice behavior of three age groups under three different treatments of a probability task, 1966. S. M. Hunka (on the staff of Loma Linda University, California)

*1967 (6,27)*

Denton, L. R. Perception of parents as related to levels of perceptual differentiation, 1967. D. C. Fair (On the staff of Atlantic Institute of Education, Halifax)

Dyer, P. B. The effects of environmental variables on the achievement of elementary school children of Trinidad, 1967. B. R. Corman (Deputy Minister of Education, Trinidad and Tobago)

Hertzog, R. L. Set characteristics of linguistic codes, 1967. M. Gulutsan (Teaching junior high school, Vancouver)

Hoxter, A.L. Irrational beliefs and self-concepts in two kinds of behavior, 1967. H. W. Zingle (On the staff of Stockton State College, Pomona, N.J.)

Manson, G. G. Muscles and meanings: a study of the effects of induced tensional states on the connotative meaning of concepts, 1967. J. Macdonald (On the staff of Mount Allison University, Sackville, N.S.)

Wahlstrom, M. W. A factor analytic item selection procedure, 1967. S. M. Hunka (On the staff of O.I.S.E.)

*1968 (13,40)*

Campbell, D. R. A study of the relationship between discrimination response styles and orienting response, 1968. H. W. Zingle (On the staff of the University of Prince Edward Island, Charlottetown)

Carlson, J. E. Effects of differential weighting on inter-reader reliability of essay grades, 1968. S. M. Hunka (On the staff of the University of Ottawa)

Conklin, R. C. The effects of cognitive style on interpersonal accuracy, 1968. H. W. Zingle (On the staff of the University of Calgary)

Cote, A. D. J. Flexibility and conservation acceleration, 1968. C. C. Anderson (On the staff of the University of Ottawa)

Ferguson, Larry W. The use of non-vertical heart-rate feedback as an adjunct to modelling technique in the extinction of avoidance response, 1968. H. W. Zingle (Executive Director, Alberta School Trustees' Association, Edmonton)

Hague, W. J. G. Value systems and vocational choice of the priesthood, 1968. D. C. Fair (On the staff of the Department of Educational Psychology, the University of Alberta)

Hore, T. Social class difference in some aspects of the verbal and non-verbal communication between mother and pre-school child, 1968. W. H. O. Schmidt (On the staff of Australia Higher Education Advisory and Research Unit, Monash University, Clayton, Australia)

Hritzuk, J. A. A comparative and experimental application of the psychology of set, 1968. M. Gulutsan (On the staff of the University of Calgary)

Knowles, D. W. A comparative study of mediational task performance of Indian and middle-class children, 1968. F. J. Boersma (On the staff of the University of Victoria)

Phillips, N. W. Personality correlates of cognitive styles, 1968. S. M. Hunka (On the staff of the University of Winnipeg)

Shaw, B. W. Dimensions and correlates of conceptual models of behavior, 1968. C. C. Anderson (On the staff of York University, Toronto)

Sodhi, S. S. Rigidity and set in second language acquisition, 1968. M. Gulutsan (On the staff of Dalhousie University, Halifax)

West, L. W. Patterns of self-disclosure for a sample of adolescents and their relationship of disclosure style to anxiety and psychological differentiation, 1968. H. W. Zingle (On the staff of the University of Calgary)

*1969 (16,56)*

Andrews, W. R. Behavioral and client centred counselling of high school underachievers, 1969. H. W. Zingle (On the staff of Queen's University, Kingston, Ontario)

Bower, A. C. Cognitive complexity and classification rule learning, 1969. C. C. Anderson (On the staff of Rideau Regional Centre, Psychology Department, Smith Falls, Ontario)

- Brady, P. Relationships between maternal control, communication and cognitive behavior of the preschool child, 1969. W. H. O. Schmidt (On the staff of the Department of Educational Psychology, the University of Alberta)
- Brown, K. The relation between intelligence and achievement using computer-assisted instruction, 1969. S. M. Hunka (On the staff of the University of New Brunswick, St. John)
- Flathman, D. P. List processing simulation of computer-assisted instruction, 1969. S. M. Hunka (Position and location not known)
- Fox, E. E. A life orientation scale: correlates of biophilia and necrophilia, 1969. H. W. Zingle (On the staff of the Dept of Educational Psychology, the University of Alberta)
- Jones, P. A. Person-situation congruence relative to sex differences in elementary school achievement, 1969. R. S. MacArthur (On the staff of the Department of Psychology, Memorial University, St. John's, Newfoundland)
- Martin, R. D. Videotape self-confrontation in human relations training, 1969. H. W. Zingle (On the staff of the Department of Psychology, University of Saskatchewan, Saskatoon)
- Mosychuk, H. Differential home environments and mental ability patterns, 1969. T. O. Maguire (Assistant Superintendent, Monitoring Systems, Edmonton Public School Board)
- O'Bryan, K. Eye movements: their relationship to the development of conservation of length, area and continuous quantity, 1969. F. J. Boersma (Psychologist in private practice, Toronto)

Patsula, P. Felt powerlessness as related to perceived parental behavior, 1969.

H. W. Zingle (On the staff of the University of Ottawa)

Sawatzky, D. D. Aspects of person perception as related to conceptual systems functioning, 1969. H. W. Zingle (On the staff of the Department of Educational Psychology, the University of Alberta)

Scott, A. G. Self-disclosure and personalized risk taking in sensitivity training, 1969.

J. G. Paterson (Psychologist in private practice, Edmonton)

Stewin, L. L. Set characteristics of conceptual systems, 1969. C. C. Anderson (Associate chairman, Department of Educational Psychology, the University of Alberta)

Turgeon, P. P. The use of videotape replay in Rogerian group-centered counselling, 1969. H. W. Zingle (On the staff of the University of Ottawa)

Villagonzalo, P. Predicting training outcomes for students in a technological institute, 1969. V. R. Nyberg (Government service, Cebu City, Phillippines)

#### *1970 (14,70)*

D'Aoust, B. R. Teaching for originality, 1970. C. C. Anderson (School psychologist, County of Sturgeon, Edmonton)

Delaney, J. O. Structure of intellectual and divergent production abilities in the lower intellectual range, 1970. T. O. Maguire (On the staff of the University of Dublin)

- Gon, M. An experimental and developmental study of person perception, 1970.  
W. H. O. Schmidt (Reader in psychology, M. S. University, Baroda, India)
- Gupta, P. K. Correlates of reflection – impulsivity, 1970. T. O. Maguire (On the staff of Lakehead University, Thunder Bay, Ontario)
- Loken, J. O. A multivariate analysis of student activism at the University of Alberta, 1970. W. H. O. Schmidt (On the staff of Queen's University, Kingston, Ontario)
- Orn, D. E. Intelligence, socioeconomic status and short-term memory, 1970. J. P. Das (On the staff of Department of Social Services and Community Health, Edmonton)
- Powell, J. C. A study of achievement information from the wrong answers given to multiple choice tests, 1970. S. M. Hunka (On the staff of the University of Windsor, Windsor, Ontario)
- Rattan, M. S. The role of language, manipulation and demonstration in the acquisition, and transfer of conservation, 1970. W. H. O. Schmidt (On the staff of Red Deer College, Red Deer, Alberta)
- Romaniuk, E. W. A versatile authoring language for teachers, 1970. S. M. Hunka (On the staff of the Department of Educational Psychology, the University of Alberta)
- Ruth, J. Achievement motivation: a follow-up study of cerebral palsy in Northern Alberta, 1970. D. C. Fair (On the staff of the Edmonton Public School Board)
- Sharma, K. L. A rational group therapy approach to counselling anxious underachievers, 1970. H. W. Zingle (School psychologist, Kamloops, B.C.)

- Souch, S. G. A cross-sectional study of reflection-impulsivity with special reference to sex, social class, and maternal conceptual systems, 1970. G. R. Lefrancois (President, Northern Alberta Institute of Technology, Edmonton)
- Watts, W. J. A verbal and electracoustic analysis of transient emotional states, 1970. H. W. Zingle (On the staff of the University of New Brunswick, Fredericton, New Brunswick)
- Wilton, K. Mc. Eye-movements, surprise reactions and conservation acceleration in EMR and normal children, 1970. F. J. Boersma (On the staff of the University of Auckland, New Zealand)

*1971 (20, 90)*

- Bain, B. C. Toward a theory of perception: participation as a function of body – flexibility, 1971. W. H. O. Schmidt (On the staff of the Department of Educational Psychology, the University of Alberta)
- Barham, R. M. Orienting responses in a selection of cognitive tasks: an investigation of the construct of the orientation reaction, 1971. F. J. Boersma (On the staff of the University of Guelph)
- Bay, K. S. An empirical investigation of the sampling distribution of the reliability coefficient estimates based on Alpha and KR20 computer simulation under various models and assumptions, 1971. S. M. Hunka (On the staff of the University of Alberta, Health Services Administration)
- Burnett, J. D. Component curve analyses of student performance on a computer-based simulation game, 1971. S. M. Hunka (On the staff of Queen's University, Kingston, Ontario)
- Checkley, K. L. The influence of a human relations laboratory on the effectiveness of third-year psychiatric nurses, 1971. D. C. Fair (On the staff of Alberta Hospital, Edmonton)
- Eisenberg, J. Marital adjustment and irrational ideas, 1971. H. W. Zingle (In private practice, Towson, Maryland, USA)
- Fleiger, D. L. Covert sensitization treatment with alcoholics, 1971. H. W. Zingle (In private practice, Edmonton)



- Hunt, D. An investigation of selective attentional responses and overtraining in a discrimination shift paradigm, 1971. D. Fitzgerald (On the staff of the University of Saskatchewan, Saskatoon)
- Malik, H. S. The relationship of career decision-making ability to personality, socioeconomic status and vocational maturity, 1971, D. C. Fair (Position and location not known)
- Matheson, W. The structure of learning groups, 1971. J. McLeish (on the staff of the Department of Education, Charlottetown, Prince Edward Island)
- McCarley, D. G. The ego state inventory, its construction and validation, 1971. J. K. Bishop (In private practice, Dallas, Texas)
- Mohan, M. Interaction of physical environment with creativity and intelligence, 1971. R. K. Gupta (On the staff of the State University of New York, Fredonia, N.Y.)
- Muir, W. Looking behavior in normal and retarded children during directed search tasks and discrimination learning, 1971. F. J. Boersma (On staff of the University of Victoria)
- Neufeld, J. S. A study of teacher attitudes and open-mindedness of prospective teachers, 1971. D. C. Fair (On the staff of the University of Regina)
- Park, J. Effects of direct and vicarious experience in learning groups, 1971. J. McLeish (On the staff of the Royal Alexandra Hospital, Edmonton)
- Penner, W. Some comparisons of life styles in the dress and behavior of high school students, 1971. H. W. Zingle (On the staff of the Edmonton Public School Board)

Ryan, B. A. Eye movement patterns of impulsive and inhibited subjects on chromatic and achromatic Rorschach cards, 1971. F. J. Boersma (On the staff of the University of Guelph)

Smith, A. B. Verbalization and selective attention in discrimination shift problems, 1971. R. M. Barham (On the staff of the University of Otago, N.Z.)

Tari, A. J. The quality of fathering and its relation to the achievement motives of the preschool child, 1971. W. H. O. Schmidt (On the staff of the University of Guelph)

Van Hesteren, F. N. Foundations of the guidance movement in Canada, 1971. H. W. Zingle (On the staff of the University of Saskatchewan, Saskatoon)

*1972 (20, 110)*

Battle, J. The effects of a tutoring program on the self-esteem and academic achievement of elementary students, 1972. H. W. Zingle (On the staff of the Edmonton Public School Board)

Braun, P. A cross-sectional study of attitudinal function fluctuation, 1972. R. K. Gupta (On the staff of the University of British Columbia)

Clark, A. K. Distance metrics of similarity judgments of multidimensional stimuli, 1972. T. O. Maguire (On the staff of the University of Alberta, Department of Industrial and Vocational Education).

Couture, J. E. Alberta Indian youth: A study in Cree and Blood student conflict, 1972. T. O. Maguire (On the staff of the Florida State University in, Native Education).

- Crozier, M. E. Tutoring with precision in the elementary school, 1972. D. R. Cameron  
(Position and location not known, raising horses in B.C.?)
- Ferguson, R. Errorless discrimination learning with neurologically impaired children,  
1972. H. W. Zingle (On the staff of the University of Victoria)
- Gelin, F. C. Mnemonic instructional sets and the acquisition and retention of concrete  
and abstract words, 1972. G. Kysela (Position and location not known)
- Goetz, E. Hearing in the beginning reader: a longitudinal study, 1972. J. K. Bishop (On the  
staff of the University of British Columbia)
- Hazlett, C. B. Estimating construct validity in multiple choice, essay, and simulation  
graduate achievement examinations, 1972. S. M. Hunka (On the staff of the  
University of Alberta, Health Services Administration)
- Irvine, J. W. Handedness preference, manual dexterity, ear asymmetry in dichotic  
listening and grade two reading proficiency, 1972. D. Fitzgerald (On the staff of  
the University of New England, Armidale, N.S.W.)
- Jampolsky, M. Some characteristics of slow learners in a special school, 1972.  
C. C. Anderson (Assistant Executive Secretary, the Alberta Teachers' Association,  
Edmonton)
- Johnson, D. B. Client perception of social workers, 1972. J. G. Paterson (In private  
practice, pastoral counselling, Calgary)
- Lee, Y. S. Conservation decalage in Piaget's Theory 1972. W. H. O. Schmidt. (Director  
of a National Educational Research organization, Korea)

Njaa, L. J. Validation of the Hoffer–Osmond Diagnostic Test on an adolescent sample, 1972. H. W. Zingle (On the staff of the University of Saskatchewan, Saskatoon, Saskatchewan)

MacDonell, E. G. A comparison of group and dyadic interaction as measured by the Flanders interaction analysis categories, 1972. T. O. Maguire (On the staff of the University of Prince Edward Island, Charlottetown, PEI)

Paley, D. T. Person perception skills and the helping relationship: a study of Alberta social service aids, 1972. D. D. Sawatzky (On staff at the Michener Centre, Red Deer)

Payne, K. J. Intellect, personality and susceptibility to desensitization, 1972. E. E. Fox (Psychologist for Athabasca School District, Athabasca, Alberta)

Vargo, J. W. Two concepts of mental health, 1972. J. Bishop (On the staff of the University of Alberta, Rehabilitation Medicine)

Westwood, M. J. An examination of social worker–client relationship effectiveness, 1972. J. G. Paterson (On the staff of the University of British Columbia)

Yewchuk, C. R. Eye movements of normal and educable mentally retarded children during discrimination shift learning, 1972. F. J. Boersma (On the staff of the Department of Educational Psychology, the University of Alberta)

*1973 (26,136)*

Berepiki, C. I. Non–cognitive variables and self–perceived achievement, 1973. R. Gupta (An official in the government of Nigeria)

- Brousseau, J. F. Opinions of the public, school trustees, and professional educators on current educational practices, 1973. H. W. Zingle (Chief Superintendent of Schools, Edmonton Separate School Board)
- Cartwright, G. F. Social, personality, attitudinal dimensions of individual learning with computer-assisted group instruction, 1973. S. M. Hunka (On the staff of McGill University, Montreal)
- Eley, M. G. Socioeconomic status differences in mother-child interaction practices as related to the symbolic mediatory processes of the child, 1973. G. Kysela (On the staff of the University of Tasmania, Hobart, Tasmania)
- Handley, W. B. Substantive, structural and external components of construct validity in instrumentation, 1973. R. Gupta (Director, pupil personnel services, Red Deer Public Schools)
- Hum, A. Language laboratory use in the training of counsellors: an exploratory comparative study, 1973. H. W. Zingle (On the staff of McGill University, Montreal)
- Hundleby, G. D. Communication of empathy, 1973. H. W. Zingle (Psychologist in private practice in Edmonton)
- Kiminyo, D. M. A cross-cultural study of the development of conservation of mass, weight, and volume in Kenya, 1973. W. H. O. Schmidt (On the staff of Kenyatta University, Nairobi, Kenya)
- Labor, A. F. Functional homology between attitudes toward and performance on mathematics problems, 1973. V. Nyberg (On the staff of Njala University College, Freetown, Sierra Leone)

Maclean, M. E. An experimental analysis of personality factors associated with chronic welfare dependency: implications for treatment and future research, 1973.

D. Sawatzky (On the staff of Lakehead University, Thunder Bay, Ontario)

Martin, J. F. A functional analysis of communication behavior in small learning groups, 1973. J. McLeish (On the staff of Simon Fraser University, Vancouver)

Martin, Janis. A comparison of the developmental stages proposed by L. S. Wygntsky and J. Piaget, 1973. L. Stewin (On the staff of the Royal Alexandra Hospital, Edmonton)

Massey, B. J. A survey of counsellor, student, teacher, administrator, parent, and school trustee attitudes and factors influencing attitudes toward present high school counselling services, 1973. J. G. Paterson (In private practice, Edmonton)

Merchant, D. F. Elementary school guidance in Canadian urban areas: a study of present and preferred counsellor functions, 1973. H. W. Zingle (In private practice, Edmonton)

Molloy, G. N. Age, socioeconomic status and patterns of cognitive ability, 1973. J. Das (On the staff of Monash University, Melbourne, Australia)

Nesbit, W. C. Field dependence and familial retardation, 1973. J. Chambers (On the staff of Memorial University, St. John's, Newfoundland)

Petruk, M. W. The infrared computer based oculometric, 1973. S. M. Hunka (On the staff of the University of Alberta, Department of Industrial Arts and Vocational Education)

- Quily, P. L. Introduction of developmental group counselling and its effects in an urban system, 1973. H. W. Zingle (On the staff of St. Albert Protestant Separate School Board)
- Richardson, M. H. Mobility of intuitive correspondence, induced perceptual activity, and eye movement criteria in acquisition of conservation of number, 1973.  
F. J. Boersma (On the staff of Lakehead University, Thunder Bay, Ontario)
- Roth, M. C. The effects of verbal non-immediacy and cognitive incompatibility on the reciprocity of self-disclosure, 1973. D. Sawatzky (On the staff of the University of Alberta, Faculty of Extension)
- Schmidt, L. C. Sex role attitudes and changing life styles of professional women, 1973.  
J. G. Paterson (In private practice, Vancouver)
- Simonson, D. A. A multivariate analysis of Indian and non-Indian student alienation, 1973. J. Chambers (Present position and location not known)
- Toews, L. K. W. Self-hatred in college women: sex-role stereotypes and same-sex affiliation, 1973. A. Vanderwell (On the staff of the University of British Columbia)
- Torbit, G. E. Interpersonal attraction and cognitive complexity of high school students, 1973. D. Sawatzky (On the staff of McGill University, Montreal)
- West, M. L. The relationship of the reflection-impulsivity dimension and the quality of intellectual achievement, 1973. J. Chambers (Counsellor, Hebrew Social Services, Montreal)
- Wilcox, W. R. The use of relaxation and suggestion with anxious underachieving grade

eight students, 1973. H. W. Zingle (On the staff of the government of British Columbia, Victoria, B.C.)

*1974 (14, 150)*

Brown, T. H. An application of role theory in determining the present and preferred functions for Canadian counsellors, 1974. J. G. Paterson (Consultant in private practice [industry], Newfoundland)

Catania, J. J. The concept of social intelligence: an empirical inquiry, 1974. J. McLeish (On the staff of the Mental Health Services, Government of Alberta, Calgary)

Cummins, J. P. Bilingualism and cognitive representation, 1974. M. Gulutsan (On the staff of O.I.S.E.)

Ganam, C. D. The encounter group as an alternative to day hospitalization, 1974. P. Koziey (On the staff of the City of Edmonton, Community Psychiatric Services)

Gokiert, M. L. A systematic program in helping and human relations skills, 1974. H. W. Zingle (In private practice, Edmonton)

Howard, W. L. "Westfield": The design and production of a videotaped film based on residential milieu treatment of distorted and delinquent juveniles and the assessment of film impact on viewer attitudes, 1974. H. W. Zingle (In private practice, Edmonton)

Hughes, M. J. Small group behavior of educable mentally retarded boys, 1974. D. R. Cameron (Position and location not known)



- Krywaniuk, L. W. Patterns of cognitive abilities of high and low achieving school children, 1974. J. P. Das (In private practice, Vancouver)
- Leong, C. K. An investigation of spatial-temporal information-processing in children with specific reading disability, 1974. J. P. Das (On the staff of the University of Saskatchewan, Saskatoon)
- Morris, G. B. Irrational beliefs, life orientation and temporal perspective of prison inmates, 1974. H. W. Zingle and J. J. Mitchell (On the staff of the University of Saskatchewan, Saskatoon)
- Power, M. A developmental study of one aspect of moral development and its relation to psychosocial development in children, 1974. W. H. O. Schmidt (In private practice, Halifax, Nova Scotia)
- Shen, F. The motivation analysis test in clinical setting, 1974. J. G. Paterson (On the staff of the University of Alberta Hospital, Edmonton)
- Smith, M. A psychologically-based approach to teaching swimming, 1974. C. C. Anderson (On the staff of the University of Alberta, Faculty of Physical Education)
- Stewart, W. H. Team building utilizing process training: its effect upon team productivity, 1974. H. W. Zingle (On the staff of the University of Alberta, Faculty of Extension)

*1975 (18,168)*

- Acheson, J. B. The Standard Progressive Matrices in a multi-ethnic milieu, 1975. E. E. Fox. (On the staff of the Edmonton Separate School Board).

- Amundson, N. E. Transactional analysis with children, 1975. D. D. Sawatzky. (On the staff of the University of British Columbia).
- Awang, A. B. A cross-cultural validation study of the Vocational Preference Inventory and the Work Values Inventory, 1975. G. W. Fitzsimmons. (On the staff of a University in Thailand)
- Bain, E. H. A construct validity study of Dabroski's theory, 1975. W. Hague. (A College counsellor, Halifax).
- Blowers, E. A. Ability patterns of grade one children, 1975. R. S. MacArthur. (On the staff of the Department of Educational Psychology, The University of Alberta).
- Boniferro, T. J. Teacher ratings in early identification, 1975. G. W. Fitzsimmons. (On the staff of the Ministry of Health, Province of Ontario, London, Ontario).
- Haig, B. D. Mental state explanations: the synthetic significance of their analytic conception, 1975. T. O. Maguire. (On the staff of Canterbury University, Christ Church, N.Z.).
- Jarman, R. F. Intelligence, modality matching and information processing, 1975. J: P. Das. (On the staff of the University of British Columbia).
- Jeffery, G. H. Parental sex-role differentiation of young children, 1975. J. Chambers. (On the staff of Memorial University, St. John's, Newfoundland).
- Kealy, L. E. Construct validity of the Personal Response Questionnaire, 1975. D. D. Sawatzky. (In Private practice, Calgary).

- King, M. D. Between two worlds: the story of a boy. A case study in experimental psychotherapy, 1975. D. D. Sawatzky. (On the staff of Alberta, Special Project).
- Manos, J. Children's cognitive abilities, 1975. J. P. Das. (On the staff of Dalhousie University, Halifax, N.S.)
- Millar, G. W. Blatz, security theory: a conceptual and empirical study, 1975. M. Gulutsan. (Assistant Superintendant of Schools, Willow Creek School Division, Claresholm, Alberta).
- Mott, T. R. A study of a career choice problem: indecision versus indecisiveness, 1975. H. W. Zingle. (Supervisor, Guidance and Counselling, Special Education, Department of Education, Edmonton).
- Mulcahy, R. F. GSR, HR responses, and vigilance behavior in normal and retarded children, 1975. J. P. Das. (On the staff of the Department of Educational Psychology, The University of Alberta).
- Pannu, H. S. Achievement and critical thinking in mathematics in relation to learning sets, anxiety and intelligence, 1975. V. R. Nyberg. (On the staff of Alberta College, Edmonton).
- Reznik, Y. Reflection-impulsivity: an investigation of correlates and modification, 1975. C. C. Anderson. (On the staff of a mental hospital, Halifax).
- Travis, L. D. Political economy, social learning and activism: toward a theory of educational turmoil, 1975. C. C. Anderson. (On the staff of the University of British Columbia).

*1976 (24,192)*

Anderson, D. E. Psychosocial correlates of locus of control expectancies. L. L. Stewin.  
(On the staff of the Alberta Provincial Govt.)

Borgen, W. A. Relative effects of a segmented model versus a molar model in teaching  
children appropriate group discussion skills, 1976. P. Calder. (On the staff of the  
University of British Columbia).

Branch, Jr. E. B. A formative and experimental evaluation of a simulation game of  
marital communication, 1976. L. Stewin. (In private practice near Edmonton,  
Branchaway Farms).

Cavanagh, E. J. A study of Kohlberg's theory of moral development in the light of  
information processing and trait factor theories of personality, 1976. L. Stewin.  
(On the staff of a College in New York State).

Davis, R. A. General anxiety, desensitization and the hierarchy, 1976. L. Eberlein. (On  
the staff of the University of Alberta, Student Counselling Services).

Delisle, T. J. Psycho-historical interpretations of sexuality within the Christian tradition,  
1976. J. Mitchell. (In private practice, in New Hampshire, U.S.A.).

Kimmis, R. C. The effects of evaluation and nonevaluation upon required counselling  
interviews, 1976. L. Eberlein. (On the staff of the University of Alberta, Student  
Counselling Services).

Kirby, J. R. Information processing and human abilities, 1976. J. P. Das. (On the staff of the University of Newcastle, N.S.W., Australia.)

Koziey, R. L. The construction and validation of the Remote Possibilities Test, 1976. E. E. Fox. (On the staff of the University of Alberta, Faculty of Nursing).

Lawson, M. J. An examination of the levels of processing approach to memory, 1976. J. P. Das. (On the staff of Flinders University of South Australia, Adelaide).

Macdonald, F. I. Teacher-pupil interaction and the development of moral reasoning in sixth-grade children, 1976. W. Hague. (A school psychologist, North York, Toronto, Ontario).

Manuel, D. W. Meta-evaluation of in-service program for adult education, 1976. V. R. Nyberg. (Operates a private business in Edmonton-job training).

Oddie, L. Micro-training: process and evaluation, 1976. J. McLeish. (On the staff of McMaster University, Hamilton, Ontario).

Park, C. An investigation of an aspect of reasoning, 1976. C. C. Anderson. (On the staff of the University of Alberta, R.S. McLaughlin Examination and Research Centre).

Phua, S. L. Ability-factors and familial psychosocial circumstances, Chinese and Malayas of Singapore, 1976. R. S. MacArthur. (Head, Research and Testing Division, Ministry of Education, Singapore).

Robertson, S. E. Parent education: the Dreikurs model, 1976. J. G. Paterson. (On the staff of the University of Calgary).

- Rudner, H. L. Effects of modeling and role-playing on assertive behavior in children, 1976. P. Calder. (A medical student at the University of Toronto.)
- Scissons, E. H. Covergence of clinical judgment: a multitrait analysis , 1976. G. W. Fitzsimmons. (On the staff of the University of Saskatchewan, Saskatoon).
- Shangi, L. M. Autonomic correlates of levels of processing in memory, 1967. J. P. Das. (Position and location not known).
- Siperko, G. M. B. Meaningful learning and the development of a self-concept, 1976. W. H. O. Smith. (On the staff of Pacific Union College, Anquim, California).
- Sullivan, P. L. Primary health education during pregnancy: a programmed approach, 1976. J. Osborne. (On the staff of the School of Nursing, Dalhousie University).
- Wilkinson, M. Relaxation training: EMG feedback with children, 1976. E. E. Fox. (On the staff of the Edmonton Public School Board).
- Williams, N. H. Arousal and information processing in learning disabled children. 1976. J. P. Das. (On the staff of the University of Windsor).
- Willson S. The development of a school contracting manual: teacher version, 1976. P. Calder. (On the staff of Canadian Bible College, Regina).

*1977 (15,207)*

- Beaubien, J. J. Skills for effective living, 1977. H. W. Zingle. (In private practice, Edmonton).

- Brammer, D. L. Maladaptive behaviors: a predictive and follow-up study, 1977.  
J. McLeish. (On the staff of a school district on Vancouver Island).
- Brown, W. C. Psycho-educational evaluation of drug education programming, 1977.  
J. Mitchell. (Management Consultant, private practice, Vancouver).
- Crawford, G. C. The use of organizers, objectives and questions in the preparation of prose instructional materials, 1977. J. W. Osborne. (On the staff of Athabasca University, Edmonton, Alberta).
- Durand, H. E. An examination of bilingual information processing in the free recall paradigm, G. Kysela. (On the staff of the Department of Education, Province of Alberta, Edmonton).
- Green, W. N. Disagreement produced arousal and interpersonal attraction, 1977.  
E. E. Fox. (On the staff of the Alberta Vocational Centre, Edmonton).
- Hallschmid, C. A. Intrinsic motivation: the effects of task choice, reward magnitude and reward choice, 1977. G. W. Fitzsimmons. (On the staff of Alberta Hospital, Edmonton)
- Hartmann, B. D. A review of conceptual tempo and an examination of this construct in relation to intelligence, problem difficulty, and critical alternative instruction, 1977.  
G. M. Kysela. (On the staff of Memorial University, St. Johns, Newfoundland).
- Hepburn, D. W. An experimental study of two language modelling procedures with moderately mentally retarded children, 1977. J. K. Bishop. (On the staff of the Department of Education, Province of Alberta, Red Deer Regional Office).

- Hindmarch, B. Differential client perceptions of lay vs. professional counsellors, 1977.  
H. W. Zingle. (On the staff of the Royal Alexandra Hospital, Edmonton)
- Hundleby, S. A. Three self-instructional videotape communication skill programs, 1977.  
P. Calder. (On the staff of the Edmonton Public School Board.)
- Kansup, W. Student perceptions of occupational characteristics: a multidimensional approach, 1977. E. W. Romaniuk. (On the staff of the Department General Education, Ministry of Education, Thailand.)
- Kendall, M. E. Maternal influence on the father-absent child: childrearing practices and adjustment associated with two patterns of child behavior, 1977. L. L. Stewin. (A housewife in Chicago).
- Keown, L. L. Family decisions and drug use, 1977. C. C. Anderson. (On the staff of the Government of the Province of Alberta).
- McLauchlan, D. G. Modifying the task strategies of impulsive children, 1977.  
C. C. Anderson. (On the staff of the University of British Columbia).
- 1978 (20,227)*
- Ashman, A. F. The relationship between planning and simultaneous successive synthesis, 1978. J. P. Das. (On the staff of the University of Newcastle, N.S.W., Australia)
- Anderson, J. O. Factor analytic study of elementary school goals, 1978. T. O. Maguire.  
(On the staff of the Educational Research Institute of British Columbia, Vancouver)
- Booth, J. A. G. Client/counsellor similarity, mutual dogmatism and client perceptions of



prison counselling, 1978. G. Fitzsimmons. (On the staff of Employment and Immigration, Government of Canada, Ottawa).

Cormier, R. B. Effects of training on alcoholic clients' self-disclosure in group counselling, 1978. P. Calder. (In private practice as a consultant, Fort Saskatchewan).

Cust, M. A. Self-actualization and psychological androgyny in a sample of university women, 1978. J. Chambers. (School psychologist, County of Sturgeon, Edmonton).

Davis. T. M. A. Videotape self-confrontation in group psychotherapy, 1978. G. M. Kysela. (On the staff of the University of Alberta, Faculty of Medicine).

Doerksen, G. B. Religiosity values and purpose in life of high school students, 1978. H. W. Zingle (School psychologist, Steinback, Manitoba).

Ford, G. R. Immediacy, the "core conditions", and communications training: an exploration of interrelationships, 1978. D. Kuiken. (On the staff of the City of Edmonton Community Psychiatry)

Franzoni, E. M. Microtraining – teaching pre-service teachers more effective communication skills, 1978. P. Calder. (In private practice as a consultant to companies, New York).

Greckol, S. A developmental study of children's jokes: descriptive and structural jokes, 1978. J. Chambers. (On the staff of a CJEP, Montreal)

Kaufman, D. The relation of academic performance to strategy training and remedial

techniques: an information processing approach, 1978. J. P. Das. (On the staff of Exxon House Institution, St. John's, Newfoundland).

Kearsley, G. P. A study of learner control in computer based instruction, 1978. S. M. Hunka. (On the staff of the Human Resources Research Organization, Washington, D.C.)

Kennedy, W. J. Perceived parental behaviors and belief systems of prostitutes, 1978. H. W. Zingle. (On the staff of the Department of Education, Province of Newfoundland, Director of Pupil Personnel Services).

King, C. T. Hyperactivity introversion-extroversion and strength of the nervous system in learning disabled children, 1978. J. Chambers. (On the staff of the Department of Educational Psychology, The University of Alberta).

Laidlaw, T. A. Concepts of femininity, 1890–1930: reflections of cultural attitudes in psychological theories, 1978. J. Mitchell. (On the staff of Dalhousie University, Halifax, N.S.)

Mohanty, A. K. Perception of ambiguous sentences: effects of bias and ambiguity type, 1978. W. H. O. Schmidt. (On the staff of Utkal University, Bhubaneswar, India).

Nwigwe, C. C. Macro–micro examination of achievement of sixth graders in Nigeria, 1978. R. Gupta. (Position and location not known.)

Scofield, S. S. In search of time and self: personal and developmental perspectives, 1978. B. Bain. (Clinical psychologist, Vancouver Children's Hospital).

Seigel, R. S. The male teacher in the primary classroom, 1978. W. Hague. (In private practice, Edmonton).

Thompson, J. W. Empathy training via cognitive and affective-cognitive modes , 1978.  
E. E. Fox. (Part-time lecturer, University of Western Ontario, and part-time  
counsellor with a social service agency, London Ontario).

*1979 (15,242)*

Armenian, A. Foreign language teaching in the Armenian Soviet Socialist Republic, 1979.  
M. Gulutsan. (On the staff of Edmonton Public School Board).

Bickersteth, P.W. A cross-cultural study of memory and reasoning, 1979. J. A. Das.  
(On the staff of the Calgary Public School Board, Special Ed.)

Chapman, J. W. Affective characteristics of learning disabled and normally achieving  
elementary school children: a comparative study, 1979. J. F. Boersma. (On the  
staff of Massey University, Palmerston North, New Zealand)

Cullen, J. L. Learning to cope with failure, 1979. T. O. Maguire. (On the staff of  
Canterbury University, Christchurch, New Zealand)

Davis, M. P. Psychology of power and its relationship to counselling, 1979.  
H. L. Janzen. (Director, counselling services, Toronto School Board)

Fobih, D. K. The influence of different educational experiences on classificatory and  
verbal reasoning behavior of children in Ghana, 1979. R. A. Schultz. (On the staff  
of the University of Cape Coast, Ghana).

Hayduk, A. W. Teaching voluntary handwarming for the promotion of hand efficiency at

cold temperatures, 1979. J. Osborne. (On the staff of Athabasca University, Edmonton, Alberta)

Heibert, B. A. A comparison of EMG feedback and alternative anxiety treatment programs, 1979. G. W. Fitzsimmons. (On the staff of Simon Fraser, University.)

Hillyard, A. L. Stimulus complexity during original learning and generalization, 1979. G. M. Kysela. (On the staff of the Edmonton Public School Board).

Krysowaty, J. B. Adult development in relation to teacher professional development, 1979. L. Stewin. (On the staff of the County of Leduc in Public Personnel).

LaMothe, D. M. Female heterosexual prostitution and love deficit, 1979. J. G. Paterson. (In private practice, Calgary).

MacLellan, H. P. Differential values, beliefs and concerns of achieving high school students, 1979. R. K. Gupta. (Position and location not known).

Mark, D. J. Change and the overweight game, 1979. H. W. Zingle. (Alberta Social Services, Mental Health Division).

Reidiger, A. J. Employee assistance program: the supervisor's perspective, 1979. J. G. Paterson. (Administrator of Robin Hood School, Sherwood Park).

Snart, F. D. Levels of processing and memory: a developmental approach, 1979. R. Mulcahy. (On the staff of Department of Educational Psychology, The University of Alberta).

1980 (20,262)

- Atkinson, M. H. E. Power management in a team organization, 1980. R. S. Schultz.  
(Consultant, Alberta Gas Ethylene Co., Calgary).
- Blackmore, D. E. A latent trait study of item bias and achievement differences, 1980.  
T. O. Maguire. (On the staff of the Educational Research Institute of B.C.,  
Vancouver).
- Brauer, J. H. Toward a social psychological profile of the Good Samaritan, 1980.  
W. Hague. (On the staff of the Edmonton Public School Board).
- Harasym, P. H. The analysis of various techniques used for scoring patient management  
problems, 1980. S. M. Hunka. (On the staff of the University of Calgary, Faculty of  
Medicine).
- Heemsbergen, D. B. Planning as a cognitive process: an empirical investigation, 1980.  
J. P. Das. (On the staff of the Department of Advanced Education, Government of  
Alberta, Edmonton).
- Jose, T. A. Mother-infant interaction: a functional analysis of communicative behavior,  
1980. R. H. Short. (On the staff of the City of Calgary Mental Health Services).
- Kariuki, P. W. Training and transfer of class inclusion in young children, 1980.  
R. S. MacArthur. (On the staff of the University of Nairobi, Nairobi, Kenya).
- Krausher, R. J. R. Interrelationships among propositional logic, social  
perspective-taking, moral stage and delinquent I-level classification, 1980.  
H. L. Janzen. (On the staff of Misericordia Hospital Edmonton).
- Liburd, R. Facing change: relationships between styles of living and styles of dying.

1980. T. O. Maguire. (On the staff of the University of Alberta, Student Counselling Services).

McDonald, L. M. O. A validation of three instructional procedures for early language, 1980. G. M. Kysela. (Coordinator, Early Childhood Education Programs, Mayfield School, Edmonton Public School Board)

McLeod, H. J. Trades and services students in vocational and composite high school settings, 1980. J. B. Paterson. (On the staff of the Department of Education, Edmonton, Director of Special Education).

Mann, B. L. Assertiveness training as a facilitation to client self-disclosure, 1980. J. B. Paterson. (On the staff of Glenrose Hospital, Edmonton).

Noonan, B. A. Toward an existential approach to therapy with women, 1980. L. Wilgosh. (On the staff of the University of Winnipeg).

O'Connell, D. S. Subjectivity and healing: ontoanthropological foundations of psychotherapy, 1980. J. Mitchell. (On the staff of Grant McEwan College, Edmonton).

Pain, K. S. The effects of temperament on mother-infant interactions, 1980. T. O. Maguire. (A consultant in Edmonton).

Pivato, E. W. An analysis of the conceptual basis of modern creativity theory, 1980. W. H. O. Schmidt. (In private practice in Edmonton).

Ramayya, P. D. Some aspects of metamemory and memory in retarded and nonretarded children: a developmental study, 1980. R. Mulcahy. (On the staff of the

Department of Education, Government of Saskatchewan, Consultant in Special Education).

Sheridan, D. P. The effects of feedback on test achievement in CAI, 1980.

E. W. Romaniuk. (In the Canadian Navy, Halifax).

Summers, R. W. The relationship between position and power base preference in management, 1980. E. E. Fox. (Assistant director, personnel department, Gulf Oil of Canada, Toronto).

Wilkinson, M. Some psychophysiological effects of EMG and thermal feedback relaxation training, 1980. E. E. Fox. (On the staff of the Edmonton Public School Board, Educational Psychologist).

*1981 (17, 279)*

Bench, J. E. A comparison of cognitive approaches to increasing pain tolerance, 1981. G. W. Fitzsimmons. (In private practice, Edmonton).

Carney, P. Psychophysiological stress, biofeedback and migraine therapy, 1981. G. Fitzsimmons. (On the staff of the Government of the Province of Alberta Edmonton, Workmen's Compensation).

Cossitt, G. O. The effects of feedback on idealism in premarital couples, 1981. W. Hague. (A counsellor, NAIT, Edmonton).

Douziech, R. Guilt as a moral sentiment, 1981. W. Hague. (On the staff of Newman College, Edmonton).

Kirkbride, A. J. The development of classification and memory ability in achieving and learning disabled children: Piagetian and levels of processing approaches, 1981.

L. H. Whyte. (Position and location not known).

Lupart, J. L. Attention and disabled readers: top-down perspective, 1981. R. Mulcahy.

(On the staff of Mount St. Vincent University, Halifax, Nova Scotia).

Mwamwenda, T. A relationship between successive-simultaneous synthesis and

concrete operational thought, 1981. J. P. Das. (On the staff of the University of Botswana, Africa).

Pagliaro, L. A. CAI in Pharmacology: Student academic performance and instructional

interactions, 1981. S. M. Hunka. (On the staff of the University of Alberta, Faculty of Pharmacy).

Pisper, D. Syllogistic reasoning in varied narrative homes: aspects of logico-linguistic

development, 1981. R. Mulcahy. (Lecturer, University of British Columbia).

Raphael, I. A. The effects of imagery, cognitive modification, and cognitive style, in

dealing with pain, 1981. P. Calder. (On the staff of Glenrose Hospital, Edmonton).

Roberts, C. A. Language and the emergence of self: toward a theory of human

personality development, 1981. W. Hague. (Executive Director, Calgary Branch, Canadian Mental Health Association).

Seamen, L. D. Predicting the performance of volunteers: a multiple regression

approach, 1981. H. L. Janzen. (Employed as psychologist for A. W. Fraser and Associates, Edmonton)



Spillios, C. J. Learning disabilities and anxiety, 1981. H. L. Janzen. (In private practice Edmonton).

Spricer, R. Developmental tasks of adult women, 1981. L. Stewin. (Teaching at a C.J.E.P. in Montreal).

Westcott, H. Teacher identification of specific reading disabled children , 1981. J. B. Paterson. (Superintendent of schools, Pincher Creek, Alberta).

Yackulie, R. A. Multidimensional scaling evaluation of aptitude treatment interactions, 1981. T. O. Maguire. (On the staff of the University of Saskatchewan, Saskatoon).

Yu, A.Y. The implications of language, culture, social class, and cognitive style in higher cognitive processes: a cross-cultural, developmental study, 1981. B. Bain. (Co-ordinator, English as a Second Language Reception Centre, EPSB).

**Table 3**  
**PhD Degrees Awarded by Year**

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<b>Year</b>	<b>No.</b>	<b>Cumulative Number</b>
1959	4	
1960	1	5
1961	2	7
1962	1	8
1963	2	10
1964	3	13
1965	6	19
1966	2	21
1967	6	27
1968	13	40
1969	16	56
1970	14	70
1971	20	90
1972	20	110

Year	No.	Cumulative Number
1973	26	136
1974	14	150
1975	18	168
1976	24	192
1977	15	207
1978	20	227
1979	15	242
1980	20	262
1981	17	279

**Table 4****Classification, Position and Location of Holders of PhD Degrees.**

	Total
Universities and Colleges in Canada 112	
Universities and Colleges abroad 30	142
Institutions, organizations, agencies (Government Services , School Boards, Hospitals, Technical Institutes, Alberta Vocational Centre, Trustees' and Teachers' Associations, and the like)	92
Private practice, consultants	29
Not known, or other (retired, housewife, honorary professor, student)	16
Total	<u>279</u>

## APPENDIX 1

Education 172–176

Instructor's Course Outline 1950–51

*Text:*

*Crow and Crow. Educational Psychology. American Book. 1948.*

*Objectives:*

The student will become aware of the importance of child development in educational practice.

The student will acquire a knowledge of individual differences in intelligence, race, sex and aptitude, and will gain an insight into the intelligence-testing program, and the wise employment of test results.

The student will study the main principles governing the learning process, and their application to a variety of types and levels of learning encountered in the classroom.

The student will study the application of these principles of learning to common classroom situations involving linguistic and quantitative thinking, as well as those involving social and natural science, health, and the development of appreciations.

The student will become acquainted with the concepts of personality, adjustment, and mental hygiene. Emphasis will be placed on procedures contributing to good adjustment. He will learn to recognize and deal with cases of mild maladjustment.

*Supplementary References for Instructors:*

Anastasi, A. *Differential Psychology*. Macmillan. 1937.

Averill, L. A. *The Elementary School Child*. Longmans Green, 1949.

Carmichael, L. (Ed.) *Manual of Child Psychology*, John Wiley and Sons, 1946.

Cole, L. *Psychology of Adolescence*. (revised). Farrar and Rinehart, 1942.

- Garrison, K. C. *Psychology of Adolescence*. (3rd ed.) Prentice-Hall, 1946.
- Gates, Jersild, et al. *Educational Psychology*. (3rd ed.) Macmillan, 1948.
- Griffin, Laycock, & Line. *Mental Hygiene*. American Book Company, 1940.
- Hilgard, E. R. *Theories of Learning*. Appleton-Century, Crofts, 1948.
- Hurlock, E. A. *Child Development*. McGraw-Hill, 1949.
- Jersild, A. T. *Child Psychology*. (3rd ed.) Prentice-Hall, 1947.
- Jersild, A. T., et al. *Child Development and the Curriculum*. Columbia University, 1946.
- Kinglsey, H. L. *Nature and Conditions of Learning*. Prentice-Hall, 1946.
- McKinney, H. L. *Psychology of Personal Adjustment*. John Wiley, 1941.
- Olson, W. C. *Child Development*, Heath, 1949.
- Peterson, H. A. *Educational Psychology*. Macmillan, 1948.
- Pressey, S. L., & Robinson, F. P. *Psychology and the New Education*. Harpers, 1944.
- Skinner, C. E. *Elementary Educational Psychology*. (2nd, ed.) Prentice-Hall, 1950.
- Sorenson, H. *Psychology in Education*. (2nd ed.)
- Stroud, J. B. *Psychology in Education*. Longmans Green, 1946.
- Trow, W. C. *Educational Psychology*. (2nd ed.) Houghton Mifflin, 1950.

### *Organization and Activities*

#### *Unit One: Introduction to Child and Educational Psychology. (one week)*

1. Definition and Scope of Educational and Child Psychology; text references: I; Instructor's supplementary references: Gates I, Peterson I, Student Activities: prescribed reading from students' bibliography.
2. How to Study; text references: XIV; Instructor's supplementary references: McKinney IV, Sorenson XX, Faculty Precis.

#### *Unit Two: Introduction to the Study of Childhood and Adolescence.*

(Section A, The Psychology of Childhood, will be taken in Education 172, while The Psychology of Adolescence will be taken in Education 176).

#### *Section A. Psychology of Childhood. (six weeks)*

1. General Character of Growth and Development; text references: III; Instructor's supplementary references: Jersild II, Hurlock II; Films: Learning to Understand Children, T-509-510, Life with Baby, A-1633-4, He Acts His Age, National Film Board; Student Activities: Reports on controlled observation periods of social, emotional and motor behavior of children.
2. Physical and Motor Development; text references: IV; Instructor's supplementary references: Olson IV, Jersild IV.
3. Development of Language; text references: IV; Instructor's supplementary references: Hurlock VII.
4. Development of Emotional Behavior; text reference: VI, Instructor's supplementary reference: Hurlock VIII.
5. Social Development; text reference: VII; Instructor's supplementary references: Hurlock IX, Pressey VII.
6. Growth of Understanding; text reference: V; Instructor's supplementary references: Jersild X, XI.
7. Development of Imaginative Behavior; Instructor's supplementary references: Jersild XII, Hurlock X.
8. Children's Interests, Attitudes and Ideals; Instructor's supplementary references: Jersild XIII, XIV.

9. Personality Problems of the Child of the Elementary School; Instructor's supplementary references: Averill I.
10. Influence of Developmental Level on School Practice; Instructor's supplementary references: Olson XII, Jersild et al V.

*Section B. Psychology of Adolescence (six weeks)*

1. Adolescence--the Transition Age; Instructor's supplementary references: Garrison I, Hurlock I, II; Films: Dating: Do's and Don'ts, T-683, Student Activities: Review one book of fiction dealing with adolescence.
2. Problems of Adolescence--an Overview; Instructor's supplementary references: Garrison II, Cole I; Student Activities: Bring out significant psychological principles of adolescent development. See Garrison or Cole for bibliographies.
3. Physical Development and Physiological Changes of Adolescence; text reference: IV; Instructor's supplementary references: Garrison III, Hurlock III, Cole III.
4. Emotion in Adolescence; text reference: VI; Instructor's supplementary references: Cole V, Hurlock IV; Film: Are You Popular? A-1824.
5. Social Development and Expression; Text reference: VII; Instructor's supplementary references: Garrison XIV, Hurlock V, XII
6. Adolescent Interests; Instructor's supplementary references: Garrison VI, Hurlock VII-IX.
7. Adjustment Problems of Adolescence; Instructor's supplementary references: Garrison XI, Cole VII.
8. The Adolescent at School; Instructor's supplementary reference: Jersild et al VI.

*Unit Three: Individual Differences and their Educational Implications (three weeks)*

1. Intelligence and Its Measurement; text reference: VIII; Instructor's supplementary reference: Gates VII; Student activities: Examination of either Stanford-Binet or Wechsler Individual Intelligence Tests.
2. Implications in the Classroom Situation; text reference: XI; Instructor's supplementary references: Gates VIII.



3. Children's aptitudes; nature and importance; text reference: IX; Instructor's supplementary reference: Gates VIII; Student activities: Examination of three group tests of intelligence.
4. Racial Differences; Instructor's supplementary references: Anastasi, XVI–XVIII.
5. Sex Differences and their Implications; Instructor's supplementary references: Anastasi XIV–XV.

*Unit Four: Psychology of Learning (six weeks)*

1. Theories of Learning; text reference: XII; Instructor's supplementary references: Hilgard I, II, III, VII.
2. Motivation; Text reference: XIII; Instructor's supplementary reference: Sorenson XV.
3. Acquisition of Motor Skills; text reference: XV; Instructor's supplementary references: Kingsley XI, Gates XI.
4. Acquisition of Knowledge; text reference: XV; Instructor's supplementary reference: Gates XII; Film: Maintaining Classroom Discipline T-511; Student activities: Throughout, use should be made of the better study questions in the text.
5. Problem Solving; text reference: XVI; Instructor's supplementary reference: Kingsley XV; Film: We Plan Together T-623.
6. Social Learning; Instructor's supplementary reference: Peterson VI.
7. Memory and Forgetting; Text reference: XV; Instructor's supplementary references: Stroud XIV; Pressey IX.
8. Interests, Attitudes and Ideals; text reference: XIII; Instructor's supplementary reference: Kingsley XXVII.
9. Transfer of Training; text reference: XVII; Instructor's supplementary reference: Gates XV.

1. Acquiring the tools of Comprehension and Expression; text reference: XXI; Instructor's supplementary references: Skinner XIV, Stroud VI; Film: Speeding Your Reading T-267.
2. Acquiring Mathematical Concepts; text reference: XXII; Instructor's supplementary reference: Stroud VI.
3. Understanding the Natural and the Social Sciences; Text reference: XXIII; Instructor's supplementary reference: Skinner XIV.
4. Development of Appreciation; text reference: XXIV; Instructor's supplementary reference: Trow XVI.
5. Education for Health and Safety; text reference: XXV; Instructor's supplementary reference: Pressey III.

*Unit Six: Personality, Adjustments, and Mental Hygiene (four weeks)*

1. Behaviour Drives and Adjustment; text reference: XXVIII; Instructor's supplementary references: Griffin, Laycock II; Film: Shy Guy A-1655-6, Feeling of Rejection A-1703-4, Feeling of Hostility, National Film Board.
2. Adjustment of the Exceptional Child; text reference: XXVII; Instructor's supplementary reference: Gates XIX.
3. Mental Hygiene, Text reference: XXIX; Instructor's supplementary reference. Gates XX.
4. Introduction to the Guidance Program, Text reference: XXIX; Instructor's supplementary reference: Gates XXI.

**APPENDIX 2**

Students' Course Outline EdPsy 371, 1980-81

UNIVERSITY OF ALBERTA

FACULTY OF EDUCATION

Department of Educational Psychology

Educational Psychology 371

Instructor: Robert H. Short, PhD

Learning, Instructional Psychology and

Office: 6-131 ED N Wing

Educational Practice

Telephone: 432-2396

Fall/Winter 1981

Office Hours: T.B.A.

*PLEASE KEEP THIS HANDOUT FOR LATER REFERENCE*

*General Information and Rationale*

The idea behind this course is that students of education ought to know something about human learning. They ought to know about this topic partly in the hope that they will be able to apply what they know in whatever educational endeavor they find themselves engaged, and partly they should know about human learning just because this is in a sense what educators deal with all the time. Thus, the course is certainly an applied course, but by no means will it consist entirely of information that is going to be *directly* relevant to a classroom teacher. You might try to remember as the course goes along that relevance is a sometime thing, and it is virtually impossible to say at a particular time whether or not something is relevant now, or will be at some future date.

Basically the course will look at what we know about learning and while doing so will try to apply this knowledge to some of the major issues and problems that confront education in Canada today. Thus, when the course looks at ideas and theories, it does so with the purpose of looking at the implications for students and teachers of such theories and ideas if and when they are put into practice.

Knowledge of the processes involved in human learning and knowledge of educational practices, of school procedures, and of ideas that influence what goes on in education and in schools is worth having, whether one supports existing procedures or wishes to change them.

It makes sense for teachers to know something about learning because: (1) Teachers are engaged in the business of helping/directing/urging others to learn so it seems appropriate that they should have some knowledge of the processes/mechanisms/procedures involved in an organism learning; (2) It is possible that some knowledge of learning may be incorporated into actual teacher behavior, i.e., if you know, or think you know, how people learn then presumably this knowledge may well influence your behavior toward those whom you are attempting to persuade to learn something; (3) Ideas about learning have in recent years had a great deal of influence upon research and development in education and upon the development of classroom programs, procedures, and practices; Programmed Instruction is the most obvious example of this.

### *Texts*

The following texts will be used in the course and students should obtain a copy of each:

1. Child, D. *Psychology and the teacher*, third edition. Holt, Rinehart & Winston, 1981.
2. Child, D.(ed.) *Readings in psychology for the teacher*. Holt, Rinehart & Winston, 1977.

All *major* readings and references given during the course will relate to the above books. In addition, from time to time other books, etc., will be mentioned or referred to and it will be to your benefit and advantage to look at these. Minimum course requirements can be fulfilled without this but reading of supplemental material is strongly recommended.

### *Additional Handouts*

In addition to this general course outline you will receive from time to time further handouts dealing with general topics in learning. *You will probably find it worthwhile to carefully keep this and other handouts, so that you may refer to them on occasion.*

### *Evaluation*

There are two (2) examinations in the course: A Mid-Term Exam (multiple-choice) which deals with material covered in the first part of the course; and a Final Exam (multiple-choice) which deals with material covered *throughout* the course.

The combined mid-term and final examination scores will contribute sixty percent to the final course grade. The remaining forty percent will come from evaluation within the Assistant-led seminar groups. The means of assessment within these seminars will be a matter of contract between the seminar leader and his/her group.

### *Course format and seminars*

Students will attend two lectures per week and one seminar/lab. Lectures will be primarily content-based and will confront contemporary issues in educational psychology including theories and systems, empirical bases, educational applications and future directions of the discipline.

The seminar will serve a distinct and separate function from the lecture component of the course. It is developed to serve the following needs:

1. to put theoretical positions into applied and age specific settings;
2. to facilitate the use of instructional procedures inappropriate in the large lecture format, eg. instructional simulations, microteaching, demonstrations of instructional technology, i.e., C.A.I., the use of films, tapes, etc.;
3. to recapitulate lecture material;

4. to clarify key points in readings and lectures;
5. to allow students to ask questions and argue points in readings and lectures;
6. to act as an effective and process-oriented theatre which will allow students to understand and appreciate key issues in the area of educational psychology;
7. to develop study, information-search and writing skills in educational psychology. It is hoped that these skills will transfer to all other educational endeavors.

### *Course Outline*

#### *Learning: Theories*

##### A. BEHAVIORAL & BIOLOGICAL

This section will address itself to the theory and educational relevance of respondent, operant, observational and physiological approaches to learning. Particular attention will be directed to the management of classroom behavior.

##### *Unit 1*

An introduction to the topics of learning, cognition and instruction and their relationship to educational practice. The major approaches; behavioral and cognitive. The alternative approaches: biological and humanistic. The background to present-day explanations reflecting differing views and philosophies of mankind. Some of the names linked to these explanations. The framework for research and inquiry.

##### *Unit 2*

The physiological basis of learning memory. The functional organization of the nervous system. Arousal and wakefulness and its relation to human performance. The rationale to biofeedback: cybernetics and feedback systems in psychology. The unit of transmission – the neuron. Synaptic Transmission, Protein synthesis. Consolidation and the associative cortex. Hebb's theorizing: reverberatory circuits, cell assemblies, phase sequences. Hemisphere laterality, learning and education practice.

### *Unit 3*

Respondent behavior and classical conditioning. Human reflexive behavior: neurological and phylogenetic nature. Principles of reflexive behavior. The conditioned reflex: ontogenetic nature. Key phenomena in classical conditioning. Aversive conditioning. Phobic reactions, counterconditioning, behavioral therapeutic techniques. Examples of classical conditioning in childrearing practices, education, advertising, literature and politics.

### *Unit 4*

Operant behavior. Control systems: antecedent and consequent. A contingency. Functional definitions, examples and occurrence of behavioral principles.

- i) Consequent control of behavior: positive reinforcement, negative reinforcement (escape), punishment, avoidance, extinction. Conditioned reinforcement, token reinforcement. Schedules of reinforcement – relationship to educational performance. Theoretical basis of reinforcement – functional, homeostatic, tension-related, neurological, response-based.

### *Unit 5*

- ii) Antecedent control of behavior: discrimination learning, stimulus and response generalization, chaining and shaping of behavior.

Applied Behavior Analysis (Behavioral Modification) Models for behavior change, behavioral procedures, designs for scientific inquiry: reversal, multiple baseline, multiple elements, shifting criteria. Ethical and moral considerations in the use of behavioral technology.

### *Unit 6*

Social learning theory. Learning through observation and imitation. The interactive role of external contingencies and cognitive mediation. Bandura and Walters theory of modeling and motivation.

## B. COGNITIVE

The elements of information processing and cognition: the apprehension, acquisition, storage and retrieval of information. Specific attention will be given to recognizing and diagnosing deficits and developing remediation of cognitive control processes.

The specific cognitive psychologies of Jerome Bruner, David Ausubel and Jean Piaget will be presented. Attention will be centred on their influence on learning and instruction.

### *Unit 7*

An introduction to cognition and cognitive process. Models of cognition reflecting stage, level and attribute assumptions. Examination of sensory registration, eidetic imagery, attentional processes and perception.

### *Unit 8*

The process of cognition continued. The control of immediate experience: rehearsal and encoding in short-term memory: organization, clustering, chunking and mediation. Mnemonics and imagery. Long term memory: semantic and episodic features. Retrieval strategies; recall, recognition, reconstitution. Forgetting processes: interference, inhibition, decay, displacement.

### *Unit 9*

Three influential cognitive psychologists: Bruner, Ausubel and Piaget.

- 1) Bruner: conceptualization/categorization, coding systems, developmental modes of representation, conceptual strategies, discovery learning.
- 2) Ausubel: Meaningful verbal learning. Learning as a subsumptional process. Varieties of subsumption. Progressive differentiation and integrative reconciliation. Expository teaching and reception learning. Organizers.
- 3) Piaget: genetic epistemology. Learning and intelligence as biological phenomena. The psychology of adaptation. Piaget's influence on education.



*Learning: Processes*

*Unit 10*

Concept-learning, problem-solving, thinking, reasoning and skill learning. Behavioral and hypothesis-testing views of concept-formation. Acquisition of rule systems. Creative problem-solving: Gestalt views, set, functional fixedness, computer simulation, deductive reasoning, lateral thinking.. Group problem-solving strategies. Transfer of learning, learning-to-learn, learning sets.

*Unit 11*

Language learning and cognition. The role of language and meaning in determining thought and behavior. Language as a behavioral system: Pavlov, Razran, Jensen, Skinner. Language as a structural, cognitive system: Chomsky, Fodor, Slobin. Language as an interactive and independent system: Vygotsky.

*Learning: Interactions*

*Unit 12*

The psychology of motivation. Motivation and its relationship to learning and performance. Selected approaches: homeostatic, drive reduction approach, the ethological approach, the psychogenic approach (attribution, the humanistic approach, efficacy and outcome expectations, achievement motivation). Specific motivation for the adolescent age: the adult status model, the peer group model.

*Unit 13*

Individual and group differences in learning. Intelligence and creativity as factors influencing learning. The two ends of the distribution: the educationally bright, the retarded and the learning-disabled child. Individual variability in cognitive styles, strategies, tempos and locus of control. The tyranny of the norm. Personality difference and learning.

*Instructional Psychology**Unit 14*

Models, systems, theories of instructional psychology: Bruner, Glaser, Gage, Bloom, Atkinson. The organization and structure of the person and the task: taxonomies, hierarchies of knowledge, learning and behavior. The conditions and criteria for learning and instruction. Task analysis. The interaction of the instructional mode and the student characteristic: Attribute–Treatment–Interaction.

*Unit 15*

Specific instructional manipulations: organizers, objectives, adjunct question, notetaking, study skills, instructional delivery format. Technological aids to instruction: C.A.I., programmed instruction, television, organization of text, other media and systems. The Psychology of Teaching: Research in teaching, models of teaching.

*Unit 16*

Measurement and evaluation in learning and human performance. Norm–related measurement, criterion–related measurement. Research in education and psychology. Future trends in learning and instruction. Some speculations.

UNIVERSITY OF ALBERTA  
FACULTY OF EDUCATION  
Department of Educational Psychology

EdPsy 371

Instructor: J. Osborne

Learning, Instructional Psychology  
and Educational Practice

432-4761

Room: Ed II 5-131

This course is about learning, instruction and classroom management. However, a great deal of emphasis will be placed upon looking at some of the values underlying theory and practice in these fields. (e.g., What is learning? What is real? How do we know what we know? What is knowing? What is understanding?). We shall ask why we teach and learn the way we do in our educational institutions. You will be asked to reflect upon what you have "learned" and how, in your life so far. The hope is to sensitize you to fundamental issues which underly learning and educational practice which are usually taken for granted. We shall look at behavioristic, cognitivist and humanistic approaches to learning. My interest is currently centered on a humanistic approach, however, this should not be interpreted as opposition to alternative viewpoints.

*Texts (prescribed)*

1. Biehler, R. F. *Teaching applied to education*. Boston: Houghton Mifflin, 1978.
2. Becker, W. C., Engelmann, S. & Thomas, D.R. *Teaching I: Classroom Management*. Chicago: SRA, 1975.
3. Gordon, T. *Teacher effectiveness training*. New York: McKay, 1974.

The first part of the course will be based upon Biehler and lectures. The second part will be based upon Becker and lectures. Gordon's book will be dealt with in seminars.

#### *Course/Exam Weighting*

There will be a mid-term and final exam (multiple choice) worth 60% of the grade (30% each) based upon Biehler, Becker and lectures. There will be two assignments worth 20% each based upon seminar work to be determined by your seminar leaders.

#### *Topic Outline*

We shall use the texts as an outline of topics for lectures. You should read relevant chapters in advance. We shall cover the following chapters of Biehler – 1, 2, 5, 6, 7, 8, 9, 10, 12, 13, 15 and epilog. We shall cover all of Becker *et al.*. The division of content for the exams will be determined as we go. I will *not* be going over Biehler but attempt to supplement the book in lectures. Failure to read the books in advance will make lectures less meaningful. If you miss a class do *not* approach me to find out what you missed – see your friends. There will be at least one exam question from each lecture.

#### *The Seminars*

I hope that the emphasis will be upon discussion (clarification of ideas) and practical application. This is a list of *proposed* topics.

- a. Philosophical issues underlying learning (e.g., Free-will vs. Determinism)
- b. Ways of learning – cognitive, emotional, physical
- c. Instructional objectives – writing objectives
- d. Concept analysis
- e. Problem-solving and creativity
- f. Discovery and reception learning

- g. Motivation
- h. TET (several sessions)
- i. Self-modification
- j. Peak experiences
- k. Test theory and construction  
(See Texts for source information)

### APPENDIX 3

#### Education 308

#### Guidance and Mental Hygiene 1950–51

#### Students' Outline

(Note that the parts of the course outline referring to Mental Hygiene are not included)

1. *Foreword:*

The basic division in the course is 12 weeks emphasis on Mental Hygiene (before Christmas), and 14 weeks emphasis on Guidance, (after Christmas), insofar as Mental Hygiene and Guidance are separable.

2. *Text:*

Jones, A. J. *Principles of Guidance*. McGraw-Hill, (Revised edition).

3. *Objectives:*

We will know:

1. the extent of mental illness in Canada;
2. some of the causes of personality maladjustment;
3. names and symptoms of certain adjustment mechanisms;
4. a program of personal mental hygiene;
5. the school applications of mental hygiene principles;
6. the basic assumptions of guidance;
7. the administration, scoring, and interpretation of at least one group intelligence test, an interest test, a personality test, and one achievement test;
8. the importance of records.

We will be able to:

1. recognize symptoms of personality maladjustment and develop hypotheses as to cause;
2. suggest possible treatment for different maladjustments;
3. conduct an interview;
4. make a simple case study.

*Unit V. What are the Basic Principles of Guidance?*

Content: Definitions of guidance, scholastic, personal and vocational guidance, directive and non-directive techniques, basic psychological assumptions.

Read: Text: Ch. II, III, IV.

Optional Reading: Try to read at least one of these, according to your interest.

LB11022-A667 Arbuckle, *Teacher Counseling*. Chs. I and II. (The non-directive approach).

LB3011.W729 Williamson and Foley. *Counseling and Discipline*. Ch. VIII. (counselling as rehabilitation--gives good psychological background)

LB1022.D22 Darley. *Testing and Counseling in the High School Guidance Program*. Ch. I. (Guidance and Education).

LB1022S89 Strang and Hatcher. *Child Development and Guidance in Rural Schools*. Ch. I. (Education through Guidance).

LB1022.C87 Cox and Duff. *Guidance by the Classroom Teacher* Ch. I. (lists 12 principles of guidance).

LB1022-S89R Strang. *The Role of the Teacher in Personnel Work*. Ch. I. (Students' needs and teachers' opportunities).

Guest speakers: To explain the Provincial Guidance Clinic organization and the school guidance organization.

Film: Learning to Understand Children, Parts I and II. Classroom Discipline.

*Unit VI. How to Obtain and Record Information About the Individual. (6 weeks)*

Content: The need for records, Alberta record forms and their use, selection, use and interpretation of at least one intelligence, interest and achievement test.

Read: Text: Part II, Chapters V–XIV.

Optional Reading: Try to read at least one of these, according to your interest:

LV1022.D22 Darley. *Testing and Counseling in the High School Program*. Ch. IV. (a review of some of the best intelligence, interest and personality tests).

LB1022.H23G Hamrin and Erickson. *Guidance in the Secondary School*. Ch. IV. (an excellent list of teacher-made questionnaires).

LB1022.G37 Germane. *Personnel Work in High School*. (Any chapter in Part II. (an extended treatment of ways of discovering interests, aptitudes, etc.).

LB1022.T78T Traxler. *Techniques of Guidance*. Any chapter of III–VII. (an intensive treatment of ways of securing information).

LB1022.G34 Cassidy and Kozman. *Counseling Girls in a Changing Society*. (any part; presents psychological and sociological bases).

LB1022.W94 Wright. *Practical Handbook for Group Guidance*. (any part).

Assignment: Develop a rating scale, personality inventory, interest inventory, or interview guide. This assignment will be amplified in class. Due at end of unit.

Guest speaker: A teacher doing guidance work: his problems.

Film: Counseling: Its Tools and Techniques.



*Unit VII. How to Apply Guidance Techniques. (4 weeks)*

Content: Case studies, home visit, interview practice.

Read: Text: Chs. XV–XVIII.

Optional Reading: Try to read at least one of these, according to your interest.

LB1022.R72 Rogers and Wallen. *Counseling with Returned Service Men*. (presents the non-directive approach).

LB1022.E68B Erickson. *A Basic Text for Guidance Workers*. Ch.V. (specific, helpful suggestions about the interview). (chapter IV contains "The Case of Mickey Murphy" which you may wish to try).

LB1022.A667 Arbuckle. *Teacher Counseling*. Ch. VI. (The Nondirective Approach in the Classroom).

LB1022.S89E Strang. *Educational Guidance, Its Principles and Practices*. Ch. V. The Counseling Process. (a short non-directive approach).

LB1022.C54 Chisholm. *Guiding Youth in the Secondary School*. Ch.X. Counselling Individual and Group.

LB1022.S89 Strang and Hatcher. *Child Development and Guidance in Rural Schools*. Ch. IV. or Ch. V. Classroom and group guidance.

Sociodrama: On interviews and home room visits.

## STAFF 1980-1981



C. C. Anderson



B. C. Bain



D. A. Baine



J. K. Bishop



E. A. Blowers



F. J. Boersma

## STAFF 1980-1981



P. Calder



J. P. Das



E. L. Eberlein



G. W. Fitzsimmons



E. E. Fox



R. H. Frender

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J. S. Goldberg



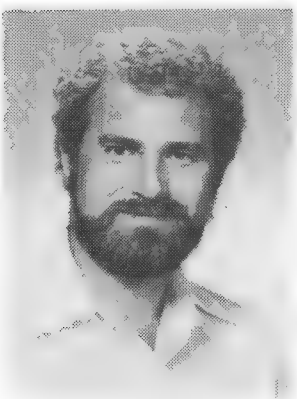
R. K. Gupta



W. N. Hague



S. M. Hunka



H. L. Janzen



C. T. King

## STAFF 1980-1981



P. W. Koziey



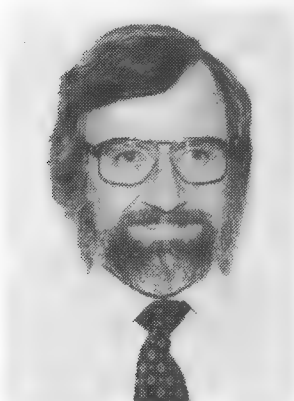
G. M. Kysela



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R. S. MacArthur



T. O. Maguire

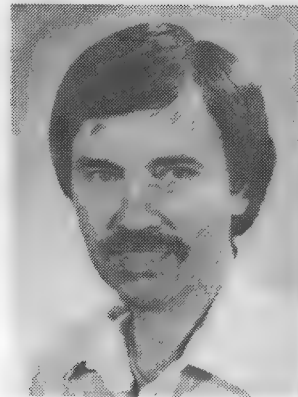


J. J. Mitchell

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R. F. Mulcahy



C. A. Norman



V. R. Nyberg



J. W. Osborne



J. G. Paterson



M. Rodda

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E. W. Romaniuk



P. C. Sartoris



D. D. Sawatzky



R. A. Schultz



D. T. Shannon-Brady

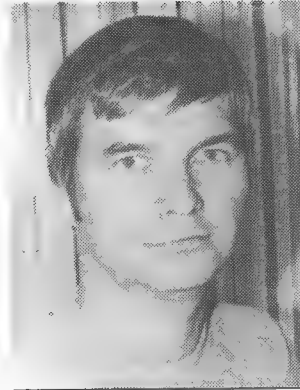


R. H. Short

## STAFF 1980-1981



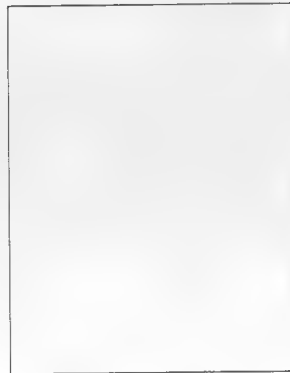
F. D. Snart



L. L. Stewin



A. R. Vanderwell



L. A. Whyte



L. R. Wilgosh



C. R. Yewchuk



## STAFF 1980-1981



H. W. Zingle



E. H. Collins  
Administrative Officer





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